

School Name: **Valley Grove Elementary School**

School Number: **#5033**

Street Address: **2160 S 300 E**

City: **Anderson**

Zip Code: **46017**

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, **2020-2023**, 2021-2024,
2022-2025 (**Highlight** implementation years)

----- CONTACT INFORMATION -----

Principal: Melissa Illuzzi
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Melissa Illuzzi	Principal	CNA, SIP, Both	Special Education
Kelly Scott	Literacy/Data Coach	CNA, SIP, Both	Special Education
Rebecca Benson	AFT Rep/Teacher	CNA, SIP, Both	Special Education
Shaley Rankin	Teacher	CNA, SIP, Both	Special Education
Carol Phillips	Teacher	CNA, SIP, Both	Special Education
Anita VanSkyock	Teacher	CNA, SIP, Both	Special Education
Laura Poyer	Teacher	CNA, SIP, Both	Special Education
Jeff Lyttle	Teacher	CNA, SIP, Both	Special Education
Diana Smith	Teacher	CNA, SIP, Both	Special Education
Kellie Morgan	Parent	CNA, SIP, Both	Special Education
Glenna Gray	Parent	CNA, SIP, Both	Special Education
Pam Storm	District Title I Coordinator	CNA, SIP, Both	Special Education

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:	At Anderson Community School Corporation, we believe that all students will learn to their fullest potential in a safe, orderly, caring, and healthy environment. A - Academic achievement. Persuading, providing and encouraging high levels of learning for all students. C - Community Involvement. Developing community support and involvement. S - Student Focus. Cultivating the unique potential of every child. C - Continuous Improvement. Improving the organization. We will apply a persistent focus on district. building, classroom and personal growth.	School Vision:	The vision of Valley Grove Elementary is to cultivate a love for learning in a safe and caring environment that encourages an individual's personal best, both academically and socially, through collaboration with the school, parents, and surrounding community. "Cardinals SOAR above the rest. Never settle for less than your best!"
District Mission:	The mission of ACS is to inspire, encourage, and support every student to achieve at high levels, academically and socially, as responsible citizens by doing whatever it takes.	School Mission:	The mission of ACS is to inspire, encourage, and support every student to achieve at high levels, academically and socially, as responsible citizens by doing whatever it takes.
District Goals:	<ol style="list-style-type: none"> 1. To improve the overall health and well-being of Anderson Community School Corporation students. 2. To cultivate an educational environment of growth & excellence through continued instructional improvement. 3. To continue to improve district-wide operations and communication through intentional engagement within the community and with ACSC families. 		
Does the school's vision support the district's vision?		Yes	No
Does the school's mission support the district's mission?		Yes	No
Do the school's mission and vision support district goals?		Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	<i>1-6</i>	<i>ABC Reading is Fun</i>	<i>Yes</i>	<i>Tier 1, 2, 3</i>	<i>Textbook and readers are core component of reading program.</i>	<i>Yes No</i>	
Reading	K-4	Benchmark Education Reading	Yes No	Tier 1, 2, 3	The textbook is the core component of the reading program.	Yes No	
Math	K-4	Everyday Mathematics	Yes No	Tier 1, 2, 3	The textbook series is the core component of the math program.	Yes No	
ELA and math	K-4	8 Step process	Yes No	Tier 1, 2, 3	Our 8 Step process allows for differentiated instruction in ELA and math for all students.	Yes No	X
Reading	K-2	Guided Reading Plus	Yes No	Tier 1, 2, 3	This series is a core component of our early reading program.	Yes No	
Reading and math	K-4	8 Step pacing guides for reading and math	Yes No	Tier 1, 2, 3	Our 8 Step pacing guides ensure that priority standards are addressed and assessed throughout the school year.	Yes No	
Reading	K-2	Pioneer Valley Books	Yes No	Tier 1, 2, 3	Supplemental reading materials allow for small groups and independent opportunities for instruction.	Yes No	

Core Element 1: Curriculum [Required for all]

continued

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	5%	23%	73%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	0%	0%	0%	27%	73%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	0%	5%	18%	55%	23%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	9%	0%	27%	41%	23%

The public may view the school's curriculum in the following location(s):

Curriculum documents are posted on the ACSC webpage and are also located in the teachers' classrooms and the administrative office at each school.

Anderson Community Schools' curriculum documents outline the content to be taught to students and the sample methods used to teach this content. The documents also outline the assessment process used to evaluate what students are expected to know and be able to do to meet Indiana's College and Career Readiness Standards.

Curriculum documents outline expectations for student learning within each content area as well as the standards outlined for all Special Areas such as art, PE, music, and library. The Anderson Community Schools' curriculum supports the achievement of Indiana's College and Career Readiness Standards. Knowledge and skills within content areas are identified and outlined. Our curriculum documents present an overview of classroom experiences necessary to address content area knowledge and skills so that all students work toward meeting or exceeding the Indiana's College and Career Readiness Standards.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	0%	0%	0%	57%	43%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	5%	5%	10%	43%	38%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	0%	0%	0%	52%	48%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	0%	0%	52%	48%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	0%	5%	10%	52%	33%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	0%	10%	43%	48%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	0%	10%	52%	38%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	0%	5%	57%	38%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	0%	0%	10%	57%	33%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	0%	24%	52%	24%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	10%	14%	52%	24%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	0%	10%	57%	33%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	0%	0%	0%	10%	57%	33%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	0%	0%	57%	43%

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Valley Grove teachers use a variety of instructional formats to ensure that the grade-appropriate skills are presented, reinforced, mastered, and reviewed. Much emphasis is placed on thinking and reasoning strategies. Teachers focus on providing all students with quality knowledge work that encourages them to perform at increasingly higher levels as they engage students with Indiana's College and Career Readiness Standards. Best practice strategies from Marzano are used by many classroom teachers to ensure increased student achievement. Teachers use a mixture of instructional strategies including modeling, textbooks, trade books, drill and practice, individual and small flexible groupings, whole group, guided reading and writing, enrichment, and remediation. Reading Specialists provide small group instruction to struggling students in reading and language arts. Retired teachers, volunteer reading mentors, and various community

members, help students struggling in reading, writing, and math. Students work in cooperative groups, as peer tutors, partner reading, and at learning centers. Research shows that students learn through a variety of experiences. Valley Grove provides many experiences such as PLTW, field trips, science experiments, curriculum enriched convocations and hands-on projects. Students are actively engaged in positive learning experiences, enabling them to enjoy a rewarding personal life and to be a successful member of an ever-changing society.

The 8 Step Process was implemented during the 2011-12 school year with Patricia Davenport providing staff development to building teams. Teachers have used the 8 Step Process to revise instructional calendars (pacing guides), analyze student data, and develop instructional strategies to help all students. These calendars implement the current Indiana's College and Career Readiness Standards for grades K-4. These strategies will include small flexible groups, re-teaching skills when needed, giving Tier 2 students and high ability students an additional 30 minutes in English/Language Arts and Math for remediation or enrichment.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
Running Records	K-2	Benchmark, Com. Form. , Summative, Other	Running records allow for teachers to progress monitor early readers and identify areas for supplemental instruction.	Yes No	
NWEA	K-4	Benchmark , Com. Form., Summative, Other	NWEA is given three times throughout the school year. Data is used to identify students' mastery of IN academic standards and inform individual and/or small group instructional needs.	Yes No	
Scholastic Reading Inventory	3-4	Benchmark, Com. Form. , Summative, Other	SRI gives teachers information on how middle readers are developing comprehension skills. Assessments inform individual and/or small group instructional needs.	Yes No	
Everyday Math	K-4	Benchmark, Com. Form. , Summative , Other	Assessments aligned with lessons.	Yes No	
Pioneer Valley Books	K-2	Benchmark, Com. Form. , Summative, Other	These guided reading kits allow teachers to differentiate levels for every student, with regular assessments to identify individual and/or small group instructional needs.	Yes No	
8-Step Assessments	K-4	Benchmark, Com. Form. , Summative, Other	These assessments are given to students every three weeks to assess progress towards meeting priority ELA and math standards.	Yes No	X
Grade level assignments and assessments	K-4	Benchmark, Com. Form. , Summative , Other		Yes No	
TRC	1 - 2	Benchmark, Com. Form. , Summative, Other	TRC gives teachers information on how early readers are developing comprehension skills. Assessments inform individual and/or small group instructional needs.	Yes No	

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	0%	0%	0%	0%	33%	67%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	0%	0%	5%	24%	71%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	0%	0%	5%	33%	62%

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Teachers are actively engaged in making decisions at Valley Grove dealing with students, procedures, positive behavior support, school wide planning, PL 221and safety issues. Teacher meetings assist in getting input from teachers on a range of issues. Progress monitoring, data days, NWEA, ISTEP and other assessments help teachers in forming small reading groups, math groups for both remediation and enrichment. Rtl meetings will determine what extra academic or behavioral strategies need to be used for Tier 2 and Tier 3 students. Teachers will participate in monthly grade level and learning log meetings to discuss data, 8 Step Calendars, and determine instructional strategies used to address standards for each cycle of the 8-Step Process.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Core Element 4: Coordination of Technology Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	5%	5%	43%	48%
A plan is in place to provide in-service training in the use of technology.	0%	10%	14%	19%	33%	24%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	5%	19%	24%	33%	19%
There are established procedures for maintaining technology equipment.	0%	5%	0%	29%	43%	24%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	5%	5%	29%	52%	10%

Anderson Community Schools provide the resources for current technological equipment, professional development and technical support for students, staff and community to improve achievement. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society. Technology is an integral part of daily life. Teachers at Valley Grove make educational use of this technology that facilitates student learning and the acquisition of knowledge. A variety of hardware and software components are utilized to meet the needs and learning styles of our students. Valley Grove utilizes a variety of technology components and peripheral devices, such as:

- All new teacher and classroom computers were installed in the summer of 2013.
- Every K-4 grade teacher has an IPAD or Chromebook for wireless testing and other educational use.
- All students in grades 3-4 utilize individual Chromebooks for use during instruction and assessment.
- All K-2 grade students have access to class sets of 10 iPads for instructional purposes.
- Every teacher has an APPLE TV and projector, or Mimeo and projector. Many primary teachers also utilize listening centers and Elmo projectors for instructional purposes.

A variety of online resources are used to help students achieve high academic standards. Various applications can be accessed daily through the use of CANVAS and the Google platform. Every student has access to online accounts that are managed by ACSC and allow students to interact with content for remediation, continued practice, or enrichment purposes. Classroom teachers also utilize online applications to extend student learning and prepare for online testing. Some applications motivate and enrich student proficiency with Indiana College and Career Readiness Standards. Writing programs allow

students to record information and ideas. Information can be synthesized, organized and graphed using spreadsheet, timeline, and database software. Students are able to display or view a final published product.

- Benchmark Universe
- Google Docs/Google Slides/Google Sheets
- Edmentum/IXL
- DOE resources for test preparation
- Prodigy
- Sumdog

Students are given the opportunity to locate and evaluate information from the internet using search engines. Anderson Community Schools also utilizes both scheduled and on demand E-Learning days to utilize technology driven student learning.

Special area teachers also provide interdisciplinary integration of technology using such programs as Paint and Adobe Photoshop Elements to work with image manipulation, “Dance, Dance Revolution” in PE. Teachers use technology to analyze student achievement and growth. These include:

- ● NWEA Testing (Grades K-4)
- ● Pioneer Valley Book Sets (K-2)
- ● Scholastic Reading Inventory (3-4)
- ● CANVAS LMS for Assessments and Classroom Assignments
- ● Electronic Report Cards (Grades K-4 – every 9 weeks)

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Teachers address employability skills throughout lessons in the class. This is an area of improvement for our school and our district. Teachers focus on providing all students with quality knowledge work that encourages them to perform at increasingly higher levels as they engage students with Indiana's College and Career Readiness Standards.	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	0%	0%	0%	5%	62%	33%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	0%	0%	5%	14%	57%	24%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	5%	0%	14%	48%	33%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	0%	33%	33%	33%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	5%	0%	10%	48%	38%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	0%	10%	0%	10%	38%	43%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	0%	0%	10%	48%	43%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	0%	5%	14%	43%	38%

In keeping with the Anderson Community School's commitment to maintaining schools that are safe, wholesome, and conducive to learning, Valley Grove is a very active participant in a number of safety initiatives. These initiatives include building specific Crisis Management Plans that address preparation, mitigation and prevention, as well as response and recovery. These plans are reviewed and revised as necessary on a consistent basis and have also been inspected and approved by the Anderson Police Department.

Our district initiatives include ongoing training for administrators through the Indiana School Safety programming, scheduled drill practices for storm, fire, and active shooter as well as random security checks that target all aspects of our school community. Valley Grove has recently made modifications to our main entrance to include an additional layer of security to the facility. We also utilize surveillance and security systems that provide additional security and allow us to monitor our buildings and parking areas 24 hours a day. Valley Grove uses security officers on school property each morning to assist with the arrival of students as well. Valley Grove staff is committed to ongoing training to assist in preparing and practicing for crisis.

Lastly, the corporation has also developed a district Safety and Crisis Management Handbook for all buildings. Valley Grove will provide safety and crisis management training for all employees on a yearly basis. The school district has made a substantial investment in an instant messaging system through PowerSchool. Should a crisis or emergency arise, this messaging system will provide a rapid and coordinated response by email

or phone to all district stakeholders in a matter of minutes. Valley Grove believes that with continuous and careful planning and preparation, we will be able to provide an effective and immediate response should an emergency or crisis of any magnitude arise.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Teachers will analyze all assessment data to provide the identified students with more time on NWEA, re-teaching, and small flexible groups. The 8 Step Process will assist teachers in understanding what students know and can do with specific standards addressed during each three-week cycle. Formative assessments, created at the district level, will be given to inform instructional decisions surrounding reteach, practice, and enrichment of these skills. Regrouping, re-teaching skills, and following instructional calendars will direct instruction. Students will be given remediation or acceleration on specific strengths and weaknesses in Language Arts and Math throughout the school year. * A list of articles and books being used throughout the school year is located under references in the back of this document.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards along with strategies for serving the underserved populations. During the 2017-18 school year, Valley Grove teachers participated in a professional development opportunity based on the book Teaching with Poverty in Mind by Eric Jensen led by our district Behavior Specialist and Multicultural Liaison. The staff took an Implicit Bias Assessment as well. Teachers and staff have been able to utilize the ideas and insights gleaned from last year to address cultural competency in their classroom and throughout our building and community. Teachers will continue to have the opportunity to read articles and/or books on culturally diverse students and families. These articles and/or books will be given to teachers and shared at staff meetings in the same format as book talks. The goals of these articles and/or books are to help teachers understand the cultural differences among students and their families. Teachers will develop a better understanding of meeting the needs of a diverse population. The teachers will also utilize the understanding of the student and family experiences to assist students in learning new material.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Teachers will continue to use instructional strategies from sources like Robert Marzano, Patricia Davenport, Eric Jensen, Dr. Lori Desautels, and others that address the needs of the different subgroups and cultures. In April 2019, Lori Desautels provided training to staff about the

effects of trauma on the brain and students' learning. Dr. Desautels returned in the 2019-2020 school year, providing three sessions of specific instruction to SEL teams designated from each school in the district. Dr. Desautels is scheduled to speak to students and parents at our Title I Family Night October 23, 2019. Dr. Desautels' training looks at adverse stressors and experiences that children and families have experienced and how it affects the culture of learning and basic needs they have. Effective instructional strategies will actively engage students through advance organizers, scaffolding, hands-on manipulative, and visualization

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Curriculum materials are selected by the district and are vetted by a committee to ensure alignment with Indiana Academic Standards and cultural relevance. Supplemental curriculum materials selected by our school and individual teachers are vetted similarly to meet the needs of our student population.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 18% Two Years Ago: 13% Three Years Ago: 10%

What may be contributing to the attendance trend?

In SY 2019-2020 we noted that our homeless student group, students with disabilities, and our economically disadvantaged student group are most likely to miss school frequently. We must build better, stronger relationships with families to enhance communication and better understand the challenges our families experience.

What procedures and practices are being implemented to address chronic absenteeism?

School personnel will communicate with students, parents, and other agencies regarding attendance and provide incentives for good attendance. Some of strategies include encouraging individual and classroom awards for attendance, targeting parents and students with attendance issues and offering support, positive behavior rewards, citizen of the month awards, and 9-week drawings for food and prizes for nominated students. Staff continue to develop an understanding of the effects of poverty, including issues related to attendance, and developing targeted strategies. Data is checked daily and reviewed at least monthly.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Attendance is checked daily and reviewed at least monthly by the leadership team to identify patterns, trends, and students at risk of becoming a chronic-absentee.

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	0%	0%	29%	48%	24%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	0%	0%	0%	24%	57%	19%

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Every year, a Title One Annual Parent Meeting is held to inform parents of the Title I service available to students at Valley Grove. During the meeting, the administrator explains the Targeted Title One program at Valley Grove and the services that the students could be receiving. These meetings have been held every year since the 2010-11 school year when Valley Grove began receiving Title I services.

The Valley Grove staff is always looking at ways to get more families involved in the school. Math and Literacy workshops will help parents learn how to help their child/children. Art exhibits, musical programs, and literacy nights are just a few of the activities planned during a year. The Valley Grove staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental involvement.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Families and teachers work collaboratively to place education first. Parents are copartners in the learning process. Opportunities that encourage parental involvement include: assignment notebooks, class folders, newsletters, individualized student reports, phone calls and/or email, open house, home visitations, parent-teacher conferences, behavioral checklists, classroom visitations, field trip chaperones, fundraisers, carnival, school volunteers, Fine Arts programs, convocations, reading challenges, Parent Connect, REMIND, and Class DoJo.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Valley Grove has access to a full-time licensed, clinical social worker who works with students that have emotional, physical, and academic difficulties. The social worker will work with those students who have attendance and tardy issues as well. ● Valley Grove has also added a full-time licensed mental health therapist through Centerstone to be on staff from 9-2 daily. The therapist, along with two Family Support Specialists, service students with identified trauma and need for support throughout the school day. Anderson Community Schools recognizes the need for trauma-based therapy and support for the Indiana Social/Emotional Standards to address the needs of our students.

How do teachers and staff bridge cultural differences through effective communication?

Parent/Teacher Conferences are well attended with approximately 89% of parents meeting with teachers to discuss their child's progress during the 2018-19 school year. Conferences are scheduled annually during the first nine-weeks of school.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

The SWP includes more strategies for increasing parent involvement. These strategies include two Literacy Nights, and Kindergarten Round-up. Valley Grove School will be offering a variety of parental involvement activities to increase and promote effective parental involvement this school year. Several community organizations are involved with these activities such as CAPE, Hoosier Park, Born Learning, Coca-Cola, YMCA, Faith Assembly Church, and Head Start. An evaluation/survey is given to each parent, who attends the activities, for feedback on the activity. The parent feedback is used in planning future activities. ● An Annual Parent Meeting is held to explain the School Wide Plan. ● An Annual Title One Meeting is held to explain the components of Title One at Valley Grove School. ● One Literacy Night is planned during each semester (two nights in all) of the school year. ● Special Kindergarten Back-to-School Night for all incoming kindergarten students.

How does the school provide individual academic assessment results to parents/guardians?

Valley Grove provides individual academic assessment results to parents for ILEARN, ongoing running records, SRI, IREAD, and NWEA. These results are shared through parent-teacher conferences, reports results sent home with students throughout the year, phone calls, and communicating with parents via email. Parents are also notified via letter if their child has been sent to the (RtI) Response to Instruction team. The letter informs the parent of the interventions being put in place to help the student. These interventions will be monitored regularly to determine if the intervention is successful. Parents will be invited to meet and discuss their child's academic needs.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Parents assist in planning, reviewing, and improving the School Improvement Plan through representation on the SWP team and participation at the Annual Parent meeting. Parents help develop the parent policy through representation on the Parent Policy Committee. The parent policy is also reviewed at the Annual Parent Meeting.

Core Element 10: Provision for Secondary Schools [Secondary schools only] NA

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Currently, Valley Grove benefits from federal, state, and local funding with being a Title I School. Valley Grove has the technical assistance of trained professionals who are paid through Title I, Part A funds. A literacy/data coach, 3 reading specialists, and 1 social worker combine their efforts to support student success. Additionally, the staff has access to the expertise, and help, of the district L.E.A. Program administrator and the Title I Parent Coordinator. Valley Grove, along with other district schools, engages in the 8 Step Process in the areas of English/Language Arts and math to increase student achievement through improved instructional delivery and data analysis. Professional Learning Communities are used to engage teachers in professional dialogue, relating to curriculum and instruction, and examine and discuss the implications of data results. Title I staff provide parents/guardians printed educational information, helps coordinate the literacy nights, and provides money for food and book incentives. The district treasurer allocates State funds per building for expenses such as texts, guest teachers, staff development, etc.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Program funds will not be consolidated; however, programs will be coordinated.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Preschool transition for Valley Grove students and families include a variety of activities but are not limited to the following: ● Blast Off to Kindergarten is held in April to help students and families become familiar with the school, classrooms, and expectations. Kindergarten teachers have activities to help parents learn how to work with their children at home. ● Head Start, in May, will have a field trip to Valley Grove to tour the building, visit kindergarten classrooms, meet the teachers, and meet the principal. Often, the children will stay for lunch depending on the schedule. ● Valley Grove hosts a special "Back to School" Night for Kindergarten students. This visit allows students to acclimate themselves with the location of their classroom, parents and teachers to meet, and students can bring backpacks and school supplies to the room. This process gives our "new" students an opportunity to experience a less stressful "first day".

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

In conjunction with the district, Valley Grove strives to attract and retain highly qualified staff through a variety of ways including the following: ● Valley Grove offers a variety of professional development opportunities and support for teachers. Release time is provided for data days, grade level collaboration, and training. Teachers meet at least twice monthly to analyze data and discuss instructional strategies to help increase student achievement. Valley Grove has a professional library which provides resources on topics/strategies selected as key initiatives and best practice. A Literacy/Data Coach works with teachers to analyze data, help implement testing, and work with teachers to develop more effective teaching strategies. Valley Grove has three reading specialists to work with intervention students in the area of reading. ● Valley Grove has a hard-working, dedicated staff that is welcoming and willing to help others. The staff works well together and maintains high expectations of all students and staff. ● The School Improvement Plan, fundraisers, PLTW, and Title 1 funds provide Valley Grove with additional resources to support instruction. There are multiple sets of leveled texts to use for differentiating literacy instruction as well as books for professional study. ● Valley Grove has access to a full-time licensed, clinical social worker who works with students that have emotional, physical, and academic difficulties. The social worker will work with those students who have attendance and tardy issues as well. ● Valley Grove has also added a full-time licensed mental health therapist through Centerstone to be on staff from 9-2 daily. The therapist, along with two Family Support Specialists, service students with identified trauma and need for support throughout the school day. Anderson Community Schools recognizes the need for trauma-based therapy and support for the Indiana Social/Emotional Standards to address the needs of our students. ● The Anderson Community School Corporation provides a competitive salary and benefit package with all new teachers beginning at \$40,000. ● ACSC also offers principals, teachers and paraeducators professional development in areas such as Everyday Math, Benchmark Literacy, Positive Behavior Support, disaggregation and analysis of data, NWEA, and ER&D which includes: Thinking Math, Parent Involvement, Reading Comprehension, and Managing Antisocial Behavior. ● The 8 Step Process was implemented

Teacher Mentoring: Teachers at Valley Grove receive support and assistance to increase the effectiveness of their instruction in the following ways: ● In order to increase consistent implementation of programs and strategies with fidelity across classrooms, grade level instructional calendars were provided for both Benchmark Literacy and Everyday Mathematics. A team from Valley Grove was initially trained in the 8 Step Process through the IDOE with Patricia Davenport during the summer of 2011. ACSC has continued to provide ongoing staff development and consultants to assist with the longevity and refinement of the process over the years of implementation. The 8 Step Process has assisted teachers in analyzing data and improving instruction for all students. ● ACSC conducts an orientation meeting for all teachers new to the district and provides training in the areas of Benchmark Literacy, Everyday Math, and 8 Step Calendar. ACSC has implemented a Peer Assistant Review (PAR) model beginning with the 2009-2010 school year. The PAR model involves both peer review and support throughout the school year for all new hires as well as veteran teachers identified as needing assistance through the evaluation process.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Highly Qualified Teachers for School Year

2020-2021:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <ul style="list-style-type: none"> <input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? <p>Plus, one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments) 	Location of Verification Form and supporting documentation:
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Karen Griner	1 st Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Amanda Chaplin	1 st Grade	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Jodi Thompson	2 nd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NTE 	Central Office – HR Files
Jenny Moore	Gr. 1 Reading Specialist	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Praxis II 	Central Office – HR Files
Mary Weeks	1 st Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files

Michelle Weaver	1 st Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ NTE 	Central Office – HR Files
Dannette McPhearson	Grade K Reading Specialist	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Preschool/Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Shaley Rankin	Grade K	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Pearson CORE 	Central Office – HR Files
Trisha Weiger	Grade K	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Pearson CORE 	Central Office – HR Files
Megan McGrew	Grade K	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Pearson CORE 	Central Office – HR Files

Anita Van Skyock	3 rd Grade	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary License ✓ NTE & Pearson CORE 	Central Office – HR Files
Carol Phillips	2 nd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NBCT 	Central Office – HR Files
Becky Benson	2 nd Grade	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Amy Shepherd	2 nd Grade	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary Teaching License ✓ Passed NBCT 	Central Office – HR Files
Jack Raper	3 rd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed NBCT 	Central Office – HR Files

J. T. Morgan	4th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Kellie Morgan	4 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Laura Poyer	4th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Staci Cooper	3 rd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Diana Smith	Gr. 2 Reading Specialist	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary Teaching License ✓ HOUSSE Certification 	Central Office – HR Files

Kelly Scott	Literacy/Data Coach	<ul style="list-style-type: none"> ✓ Master's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Andrea Lien	Music	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Darci Speakman	Art	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Lisa Fights	Librarian	<ul style="list-style-type: none"> ✓ Master's degree ✓ Special Ed/Elementary Teaching License ✓ Praxis II 	Central Office – HR Files
Jeffrey Lyttle	Physical Education	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ K-12 Health and Physical Education ✓ Passed Praxis II 	Central Office – HR Files

Emily Doberstein	Speech	<ul style="list-style-type: none"> ✓ Master's degree ✓ Communication Disorders ✓ Praxis II 	Central Office – HR Files
Megan Bussberg	Speech	<ul style="list-style-type: none"> ✓ Master's degree ✓ Communication Disorders ✓ Praxis II 	Central Office – HR Files
Dawna Needler	3-4 Intense Intervention	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ K-12 Teaching License ✓ Pearson CORE Test 	Central Office – HR Files
Barbara Greiner	LD Resource	<ul style="list-style-type: none"> ✓ Bachelor's Degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Macarena Osburn	LD Resource	<ul style="list-style-type: none"> ✓ Master's Degree ✓ K-12 Teaching License ✓ Passed Praxis II 	Central Office – HR Files
Heather Smith	3rd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Elementary Teaching License ✓ Passed Praxis II 	Central Office – HR Files

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
X	Statewide Assessments			Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments	X		Performance Gap Data		Individual Education Plans (IEPs)		Current High Ability Grant
X	Assessment by Student Group			ESL Staff Training	X	Performance Gap Data		Performance Gap Data
	Common Formative Assessments			Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments			Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data			Current Title III Grant	X	Federal (ESSA) Grade for Group		
	Common Formative Assessments			Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups			WIDA		Special Education Staff Assignments		
X	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.						
	Staff Attendance							

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

Data Sources (See Appendix B)	Do these issues significantly impact our current school goals as strengths or problems?	Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?
Core Element Descriptions & Gap Analysis (See Appendix D)	The Core Element Descriptions & Gap Analysis compares the current state of the school's operations against the identified Focus Areas and identifies strengths and weaknesses.	The gaps identified through the Core Element Descriptions & Gap Analysis will help inform the success of the current school improvement plan and additional items for consideration.
Statewide Assessments	The data demonstrates problems with proficiency and growth in ELA and mathematics for all students and subgroups.	Student proficiency is addressed in our most recent plan.
Assessment by Student Group	The data demonstrates problems with student subgroup proficiency and growth in ELA and mathematics.	Student assessment data for the student subgroups of Black and Special Education is not addressed in our most recent plan.
Attendance Reports	The data demonstrates gaps with Model Attendee Rates and subgroups.	Student attendance is not formally addressed in our most recent plan.
Survey of Students, Staff, Parents, and/or Community	Teacher surveys have been administered as part of the development of this school improvement plan. An SEL Audit was administered to identify SEL strengths and weaknesses. A Teacher Core Elements Survey was administered to identify the strengths and weaknesses of the current school program identified through the Core Elements of the plan. A School Culture Survey was administered to identify strengths and weaknesses of the school culture.	Each of these appendices present strengths and weaknesses for the school to consider in its gap analysis.
Performance Gap Data (Special Education)	The data demonstrates problems with student subgroup proficiency and growth in ELA and mathematics.	Performance gap data for Students with Disabilities subgroup is not addressed in our most recent plan.

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? Yes **No**

Goal #1: In the next three years, students in grades 3 & 4 will demonstrate an 5% increase each year in the “at or nearing proficiency” rating based on overall ILEARN Math performance.

If the goal was met, how will the school further improve or sustain this level of performance?

N/A

If the goal was not met, explain why.

We were unable to conduct an annual assessment this spring due to COVID-19.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 2

Measurable outcome met? Yes **No**

Goal #2: In the next three years, students in grades 3 & 4 will demonstrate a 15% increase each year in the “at or approaching proficiency” rating based on ILEARN English Language Arts performance. This will result in an overall increase of 45% over three years.

If the goal was met, how will the school further improve or sustain this level of performance?

N/A

If the goal was not met, explain why.

We were unable to conduct an annual assessment this spring due to COVID-19.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3

Measurable outcome met? Yes **No**

Goal #3: Students will demonstrate an improved attendance rate of at least 96%.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

We continue to improve attendance through strategies targeted to the root causes of absences and develop stronger relationships with our families.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe.

We

are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of The Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
An analysis of three year trend data reveals a low percentage of students are achieving proficiency in ELA and Math. Further, three year trend data reveals a low percentage of students in our targeted subgroups are achieving proficiency in ELA and Math.	Yes No	On the spring 2019 ILEARN assessment, there were 30.1% students who passed and 69.9% who did not pass. Of the 186 students who took the ILEARN math assessment in spring 2019, 44.6% passed and 55.4% did not pass.	There will be a 9.0% increase in scores on the spring 2021 ELA portion of ILEARN. There will be a 7.0% increase in scores in the spring 2021 on the math portion of ILEARN. Special education students will demonstrate a 9.9% increase in ELA on the spring 2021 ILEARN and an 8.6% increase in math on the spring 2021 ILEARN.	X	X
An analysis of three year trend data reveals a low a high percentage of students are receiving low growth in ELA and Math. Further, three year trend data reveals a low a high percentage of students in our targeted subgroups are receiving low growth in ELA and Math.	Yes No	For the students who did not pass the ELA portion of ILEARN in spring 2019, there were 27.7% students who demonstrated high growth, 22.3% who demonstrated standard growth, and 50,0% who demonstrated low growth. In the last 2 years, the percentage of students in high growth has decreased 3.8 percentage points. For the students who did not pass, there were 24.3% who demonstrated high growth, 20.4% demonstrated standard growth, and 55.3% demonstrated low growth. In the last 2 years, the percentage of students in high growth	<ul style="list-style-type: none"> • An 3.1% decrease in low growth in Math • A 11.0% increase in high growth in Math • A 4.5% decrease in low growth in ELA • A 1.8% increase in high growth in ELA 	X	X

		has decreased by 10.5 percentage points.			
Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment (as evidenced through attendance and behavioral data of ALL students and targeted subgroups).	Yes No	The percentage of students who miss more than 10% of the school year and are considered chronically absent has increased 8% over the past two year.	We will meet our model attendee target goal of 76.3% for SY 2020-2021.	X	X
An analysis of three year trend data reveals a percentage of special education students demonstrating proficiency and high growth on ELA and math on ILEARN.	Yes No	<p>Of the 46 special education students who took the ILEARN ELA assessment in spring 2019, there were 15.2% who passed and 84.8% who did not pass. The percentage of students in high growth has gone from 37.1% to 39.1%.</p> <p>Of the 46 special education students who took the ILEARN math assessment in spring 2019, there were 26.1% who passed and 73.9% who did not pass. The percentage of students in high growth has gone from 50% to 30.4%.</p>	<ul style="list-style-type: none"> • An 3.3% decrease in low growth in Math for special education students • A 2.8% increase in high growth in Math for special education students • A 4.5% decrease in low growth in ELA for special education students • A 2.4% increase in high growth in ELA for special education students 	X	X

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
We lack curricular resources, clarity, and alignment of curriculum. Our 8-step instructional calendar is coverage, not curriculum. Priority standard selection is spotty and miscommunicated. There is no clarity in standards and “I can” statements vary across schools. Leadership has not been stable.	There are unclear expectations for curriculum, instruction, and assessment. Training on the 8-Step process and how it relates to curriculum and instruction is fragmented.
We administer a variety of assessments, but are unable to effectively utilize the information to inform instructional decisions. A lack of understanding of academic standards impacts the rigor presented in the classroom. Instruction is not differentiated in ways that meet the needs of learners, based on an inability to utilize data.	There are no clear and common understandings of priority standards. Instruction is not differentiated for students or monitored regularly for consistency and fidelity. There is a lack of understanding about the purpose, development, and utilization of assessments.
Attendance and behavior are issues at AES. Students and parents don’t understand the importance of school and education. We could improve the quality of relationships with students and parents by getting to know and understand who our families are, understanding poverty, and checking cultural and implicit biases’ we may have. Misbehaviors are rooted in trauma experienced by our students and the lack of capacity and skills to deal with adversity.	Poor student attendance and negative classroom behavior impedes learning and instructional time.
We lack curricular resources, clarity, and alignment of curriculum. Our 8-step instructional calendar is coverage, not curriculum. Priority standard selection is spotty and miscommunicated. There is no clarity in standards and “I can” statements vary across schools. Leadership has not been stable.	There are unclear expectations for curriculum, instruction, and assessment. Training on the 8-Step process and how it relates to curriculum and instruction is fragmented.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	Increase the proficiency of students in ELA and math on the spring 2021 ILEARN assessment. There will be a 9.0% increase in scores on the spring 2021 ELA portion of ILEARN. There will be a 7.0% increase in scores in the spring 2021 on the math portion of ILEARN. Special education students will demonstrate a 9.9% increase in ELA on the spring 2021 ILEARN and an 8.6% increase in math on the spring 2021 ILEARN.			
Data Checkpoints (dates)	October	January	March	June
Evidence at Checkpoints	<i>*It is important to note that ACSC started the 2020-2021 school year via remote learning. All instruction through the first quarter is virtual.</i>	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales
Evidence-Based Strategy 1	Valley Grove Elementary School will refine and begin implementation of a guaranteed and viable curriculum and enhance use of data to inform instructional decisions. Desimone, L., Porter, A.C., Garet, M., Yoon, K.S., and Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. <i>Educational Evaluation and Policy Analysis</i> , 24, 81-112.			PD Needed: Yes No

	<p>Lee, J. and Jang, S. (2019). A methodological framework for instructional design model development: Critical dimensions and synthesized procedures. <i>Educational technology research and development</i>, 62(6), p. 743-765.</p>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	New math pacing guides or instructional calendars will be used through the 8 Step Process	SY 2020-2022	District leaders, building leaders, teachers	Data from ILEARN, 8 Step Process assessments, and NWEA/Edmentum Reports as well as classroom formative assessments
Action Step 2	Implement a multi-step problem solving process for grades 1-5 and develop practice problems	SY 2020-2022	District leaders, building leaders, teachers	Data from ILEARN, 8 Step Process assessments, and NWEA/Edmentum Reports as well as classroom formative assessments
Action Step 3	The 8 Step Process will allow teachers to identify different level groups after three weeks so the teachers can best help students increase achievement. Learning Log meetings will be held after each three-week assessment to identify students.	SY 2020-2022	District leaders, building leaders, teachers	IDOE Reports, NWEA Reports, and 8-Step Data
Action Step 4	Math vocabulary lists by grade will be inserted into the 8-Step Calendars	SY 2020-2022	District leaders, building leaders, teachers	Data from ILEARN, 8 Step Process assessments, and NWEA/Edmentum Reports as well as classroom formative assessments
Action Step 6	Staff will work collaborative to unpack priority standards and prioritize vocabulary across content areas	SY 2020-2022	District leaders, building leaders, teachers	Data from ILEARN, 8 Step Process assessments, and NWEA/Edmentum Reports as well as classroom formative assessments

Action Step 7	Administrators and teachers will participate in grade level meetings to discuss student goal setting using NWEA and Everyday Math data. Teachers will meet individually with each student to discuss the goals and individual plans for improvement. These student/teacher conference will happen at least twice a year	SY 2020 - 2022	Building administrator, literacy data coach, and grade K-4 teachers.	ILEARN, IREAD-3, NWEA, Benchmark Fluency, Running Records, reading series assessments data, and 8 Step Process assessments (CFAs)
Action Step 8	The teachers will review grade level, classroom and individual student assessments using ILEARN, IREAD, SRI, 8 Step Assessment Data, NWEA, Running Record data, Scholastic Reading Inventory, and IDOE's Released Items Repository.	SY 2020 - 2022	Building administrator, literacy data coach, and grade K-4 teachers.	ILEARN, IREAD-3, NWEA, Benchmark Fluency, Running Records, reading series assessments data, and 8 Step Process assessments (CFAs)
Yr. 2 Measurable Objective	<ul style="list-style-type: none"> ● 9.0% increase in ELA portion of ILEARN. ● 7.0% increase in the math portion of ILEARN. ● Special education students will demonstrate a 9.9% increase in ELA o and an 8.6% increase in math 			
Yr. 3 Measurable Objective	<ul style="list-style-type: none"> ● 9.0% increase in ELA portion of ILEARN. ● 7.0% increase in the math portion of ILEARN. ● Special education students will demonstrate a 9.9% increase in ELA o and an 8.6% increase in math 			

GOAL 2	<p>Increase the high growth of students in ELA and math on the spring 2021 ILEARN assessment.</p> <ul style="list-style-type: none"> • An 3.1% decrease in low growth in Math • A 11.0% increase in high growth in Math • A 4.5% decrease in low growth in ELA • A 1.8% increase in high growth in ELA • An 3.3% decrease in low growth in Math for special education students • A 2.8% increase in high growth in Math for special education students • A 4.5% decrease in low growth in ELA for special education students • A 2.4% increase in high growth in ELA for special education students 			
Data Checkpoints (dates)	October	January	March	June
Evidence at Checkpoints	<i>*It is important to note that ACSC started the 2020-2021 school year via remote learning. All instruction through the first quarter is virtual.</i>	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales Formative assessments	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales Formative assessments	8-Step curriculum documents Priority standards Curriculum maps Proficiency scales Formative assessments
Evidence- Based Strategy 1	<p>Valley Grove Elementary School will identify instructional priorities, refine coaching cycles, and provide coordinating professional development.</p> <p>Desimone, L., Porter, A.C., Garet, M., Yoon, K.S., and Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. <i>Educational Evaluation and Policy Analysis</i>, 24, 81-112.</p> <p>Goddard, R., Hoy, W. and Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. <i>American Educational Research Journal</i>, 37(2), pp.479-507.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Grade level meetings will be held to investigate and research activities to help	SY 2020-2022	Building leaders, teachers	ILEARN, IREAD-3, NWEA, Benchmark Fluency, Running Records, reading

	students with comprehension, vocabulary, writing skills and word recognition, including but not limited to: IDOE resources, Literacy Frameworks, and High-Priority Standards.			series assessments data, and 8 Step Process assessments (CFAs)
Action Step 2	Ongoing professional development will be provided on Guided Reading Plus for all grades, literature circles, and writing	SY 2020-2022	Building leaders, teachers	ILEARN, IREAD-3, NWEA, Benchmark Fluency, Running Records, reading series assessments data, and 8 Step Process assessments (CFAs)
Action Step 3	Grade level meetings will be held to investigate and research activities to help students with math facts, multi-step problems, and to develop math vocabulary.	SY 2020-2022	Building leaders, teachers	ILEARN, IREAD-3, NWEA, Benchmark Fluency, running Records, reading series assessments data, and 8 Step Process assessments (CFAs)
Action Step 4	The faculty will examine strategies from Benchmark Literacy along with Guided Reading Plus, Comprehensive Focus Groups, Literature Circles, and Writing Groups to align first time instructional strategies to best meet the needs of their students	SY 2020 - 2022	Building administrator, literacy data coach	ILEARN, IREAD-3, NWEA, Benchmark Fluency, Running Records, reading series assessments data, and 8 Step Process assessments (CFAs)
Action Step 5	Engage in professional learning to meet the needs of Special Education students with an emphasis	SY 2020-2022	Building leaders, teachers	Staff will develop instructional capacity to meet the diverse needs of our Special Education

	on effective strategies for differentiation and co-teaching			students
Action Step 6	Staff will collaborate to audit intervention schedules to maximize students' participation in core Tier I instruction	SY 2020-2022	Building leaders, teachers	Staff will revise schedules to ensure students are receiving rigorous grade-level content in core subjects

Yr. 2 Measurable Objective	<ul style="list-style-type: none"> ● An 3.1% decrease in low growth in Math ● A 11.0% increase in high growth in Math ● A 4.5% decrease in low growth in ELA ● A 1.8% increase in high growth in ELA ● An 3.3% decrease in low growth in Math for special education students ● A 2.8% increase in high growth in Math for special education students ● A 4.5% decrease in low growth in ELA for special education students ● A 2.4% increase in high growth in ELA for special education students
Yr. 3 Measurable Objective	<ul style="list-style-type: none"> ● An 3.1% decrease in low growth in Math ● A 11.0% increase in high growth in Math ● A 4.5% decrease in low growth in ELA ● A 1.8% increase in high growth in ELA ● An 3.3% decrease in low growth in Math for special education students ● A 2.8% increase in high growth in Math for special education students ● A 4.5% decrease in low growth in ELA for special education students ● A 2.4% increase in high growth in ELA for special education students

GOAL 3	Develop a social-emotional learning framework to improve/maintain a student attendance rate of at least 96%.			
Data Checkpoints (dates)	Data Checkpoints (dates)	October	January	March
Evidence at Checkpoints	<i>*It is important to note that ACSC started the 2020-2021 school year via remote learning. All instruction through the first quarter is virtual.</i>	Attendance data Discipline data	Attendance data Discipline data	Attendance data Discipline data
Evidence- Based Strategy 1	<p>Desimone, L., Porter, A.C., Garet, M., Yoon, K.S., and Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. <i>Educational Evaluation and Policy Analysis</i>, 24, 81-112.</p> <p>Goddard, R., Hoy, W. and Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. <i>American Educational Research Journal</i>, 37(2), pp.479-507.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	School personnel will communicate with students, parents and other agencies regarding attendance and provide incentives to students for good attendance	Aug 2020 - June 2022	Faculty and building administrators Faculty and building administrators School Social Worker, Teachers, Dean, Administrators	Indiana Department of Education attendance reports comparing year to year attendance.
Action Step 2	Staff will engage in professional learning regarding: culturally-relevant practices, restorative justice, and trauma-informed care.	Aug 2020 - June 2022	Administration & Staff	Staff will develop instructional capacity to meet the diverse needs of black subgroup students social-emotionally, behaviorally and academically to support their growth and proficiency as well as attendance.
Action Step 3	Staff will collaborate to	Aug 2020 - June 2022	Administration & Staff	Staff will seek and apply for

	obtain and implement culturally-relevant materials.			grants to purchase and implement additional culturally-relevant materials to increase student engagement and connection.
Action Step 4	Staff will collaborate with families to survey and identify student and family needs and create opportunities for support and engagement.	Aug 2020 - June 2022	Administration & Staff	Student and family's diverse needs will be met, and relationships with families will be developed to support student achievement.

Yr. 2 Measurable Objective	Students will demonstrate an improved attendance rate of at least 96%
Yr. 3 Measurable Objective	Students will demonstrate an improved attendance rate of at least 97%

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Valley Grove Elementary School will focus on the refinement and implementation of a guaranteed and viable curriculum that is aligned to Indiana Academic Standards and ILEARN priorities. To accomplish this, we will dedicate time to staff collaboration and professional learning focused on: 1) refining the 8-Step calendar and standards; 2) unpacking prioritized Indiana Academic Standards utilizing the IDOE frameworks; 3) identifying prioritized content and academic vocabulary for each subject that is vertically aligned across grade levels; and 4) refining 8-Step assessments to reflect the DOK and rigor of state assessments; and 5) building ELL supports and resources into curriculum maps. Valley Grove Elementary School will focus on increasing proficiency rates on Indiana standardized testing in both English Language Arts and Math by implementing a guaranteed and viable curriculum and through the effective use of student data.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I, Title II, Title III, Title IV	
Evidence of Impact	Classroom observations • Teacher evaluations • Student achievement on I-LEARN and 8-Step assessments • Student surveys • Teacher surveys	
Plan for coaching and support during the learning process: Coaching cycles will be utilized to measure the following: Implementation of refined 8-Step Curriculum Maps • Implementation of standard objectives from unpacked priority standards • Implementation of prioritized vocabulary development • Implementation of refined assessments • Implementation of ELL strategies		
<p>How will effectiveness be sustained over time?</p> <p>Grade level meetings will be held to investigate and research activities to help students with math facts, multi-step problems, and to develop math vocabulary. The 8 Step Process will allow teachers to identify different level groups after three weeks so the teachers can best help students increase achievement. Learning Log meetings will be held after each three-week assessment to identify students. NWEA and Edmentum Program support.</p>		

Professional Development Goal 2	Anderson Elementary School will focus on the development of teacher instructional capacity to ensure students’ individualized and diverse needs are being met. Coaching and feedback cycles will be refined so that all teachers are receiving ongoing, targeted feedback that is focused and aligned to identified school goals. Continued professional learning will support the development of common strategies across the building and will be responsive to the needs identified through coaching cycles. Rationale: In 2017-2018, Anderson students had 54.48% low growth on the English Language Arts assessment with 30.34% of students achieving high growth. This was an increase of 5.24% low growth from the previous year. In math, 47.95% of students had low growth, while 30.14% had high growth. This was a decrease of 9.63% of students showing low growth from the previous year. Anderson Elementary will focus on decreasing the percentage of students receiving low growth and focus on increasing the percentage of students receiving high growth in both English Language Arts and Math by increasing teacher instructional capacity to meet the individualized and diverse student needs in our school.	Linked SIP Goals YesNo
Possible Funding Source(s)	Title I, Title II, Title III, Title IV	
Evidence of Impact	Non-evaluative observation data • Evaluation data • ILEARN data • Formative assessment data • Staff surveys	
Plan for coaching and support during the learning process: Consistently effective classroom instruction measured by non-evaluative walkthroughs and formal evaluations, increased student growth on assessments, and consistent use of strategies learned from staff professional development		
How will effectiveness be sustained over time? Grade level meetings will be held to investigate and research activities to help students with comprehension, vocabulary, writing skills and word recognition, including but not limited to: IDOE resources, Literacy Frameworks, and High-Priority Standards. The 8 Step Process will allow teachers to identify different level groups after three weeks during learning log meetings so the teachers can best help students increase achievement. The Daily Five and The Café will be used to help teachers foster literacy independence in the classroom. Ongoing professional development will be provided on Guided Reading Plus for all grades, literature circles, and writing.		

Professional Development Goal 3	PD Goal 3: Anderson Elementary School will focus on meeting the needs of our TSI-identified Special Education Subgroup, by addressing root causes related to the academic needs of our Special Education students as well as the holistic needs of all of our students. Identified needs include: 1) increased strategies for differentiation; 2) increased collaboration between general education and special education teachers; 3) auditing intervention schedules; 4) increased accountability for Special Education staff; 5) professional learning and support for effective co-teaching; 6) consistent implementation of PBIS systems; 7) professional learning and support related to trauma-informed care. Rationale: The Anderson Elementary Special Education (SPED) subgroup received 49.7 points and an F letter grade on the federal accountability report card. Looking specifically at this subgroup’s performance on state tests, the Special Education data showed a 26.03% passing rate on the English/Language Arts portion of ISTEP, which was lower than the range of 37.36% to 55.56% pass rates for other subgroups. In math, the Special Education subgroup had a pass rate of 20.55%, which was lower than the range of pass rates from 34.44% to 55% for other subgroups. Examining growth, the Special Education student subgroup had 55.81% low growth on ELA assessments, which was comparable to the range of 45% to 60% of low growth for other subgroups. This subgroup had 42.22% demonstrating low growth in math, which was comparable to the range of 42% to 54.17% low growth for other subgroups. Anderson will continue to focus on proficiency and decreasing low growth in both ELA and math for the Special Education student subgroup	Linked SIP Goals YesNo
Possible Funding Source(s)	Title I, Title II, Title III, Title IV	
Evidence of Impact	Observation data • Teacher Evaluations • Special Education student academic data • Special Education student behavior data • Refined Intervention schedules	
Plan for coaching and support during the learning process: • Implementation of effective strategies for differentiation • Implementation of effective strategies for co-teaching • Established PBIS system with consistent implementation • Implementation of effective strategies for trauma-informed care • Revised intervention schedules that maximize student learning in Tier I core instruction		
How will effectiveness be sustained over time? Indiana Department of Education attendance reports comparing year to year attendance.		

School Profile: Valley Grove Elementary School

Valley Grove Elementary School is one of the six elementary schools within the Anderson Community School Corporation. The school is located on 19 acres in the southeast corner of Anderson, Indiana. Anderson, an urban community of nearly 60,000 people, is located in central Madison County. We serve over 450 students in grades kindergarten to 4.

Completed in 1920, the original Valley Grove facility included three rooms servicing students in grades one through eight. Over the past hundred years, the building has undergone a series of renovations. This is due in part to the school’s consolidation with Franklin and Twenty-ninth Street Schools. Redistricting in the past has changed student population and demographics. The current facility servicing grades K-4 has 29 instructional classrooms, a media center, 2 computer labs, 10 Chromebook mobile labs, gymnasium, kitchen, and a dining area.

Valley Grove has a student population of 464 students in grades K-4. A variety of characteristics contribute to the uniqueness of our student population. Valley Grove services a vast range of students from various economic backgrounds shown in the statistics. For the last two years, Anderson Community Schools students have received both free breakfast and lunch funded through a national grant. Madison County juvenile facilities are also in the Valley Grove attendance area. The number of students attending Valley Grove from these facilities varies throughout the year. Our overall ethnicity has been fairly consistent throughout the past five years with a slight increase in Black and Multiracial students versus Caucasian students.

Student Demographics

How diverse is this school?

Asian	0.0%
Black/African-American	19.7%
Hawaiian or Pacific Islander	0.0%
Hispanic	8.0%
Multiracial	12.8%
Native American	0.0%
White	59.5%

How are various student groups represented?

83.3%

Economically Disadvantaged

3.0%

English Learners

16.2%

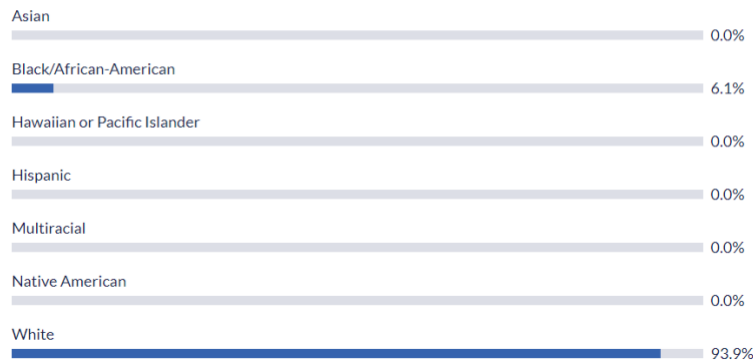
Students with Disabilities

How many full-time educators are in this school?

66

Full Time Educators

Race/Ethnicity



How did local administrators rate the effectiveness of educators in this school?



How experienced are educators in this school?

Educators are considered "experienced" if they have been teaching for more than two years.

0-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
9.1%	12.1%	12.1%	21.2%	25.8%	19.7%

Student Attendance

What are the patterns of student attendance in this school?

Student attendance measures whether students are considered “model attendees” by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.

Model Attendees


[View Details](#)

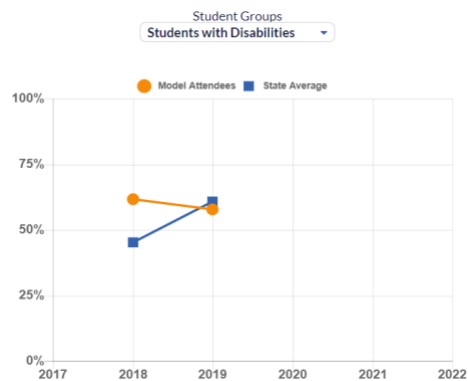
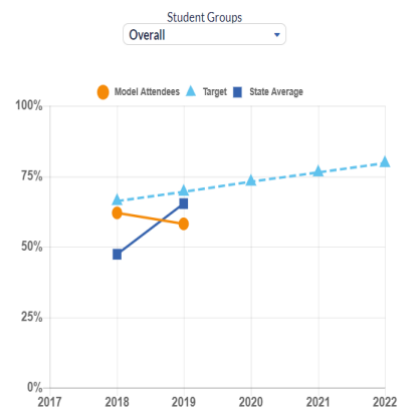
Persistent Attendees


[View Details](#)

Improved Attendees


[View Details](#)

Chronic Absenteeism


[View Details](#)


Student Behavior

How does this school respond to student behavior?

School environment measures whether a physically and emotionally safe and well-disciplined environment is provided to students in order to foster achievement and growth.



School-related arrests

0

View Details

Referrals to law enforcement

0

View Details

Safety and disciplinary incidents

141

View Details

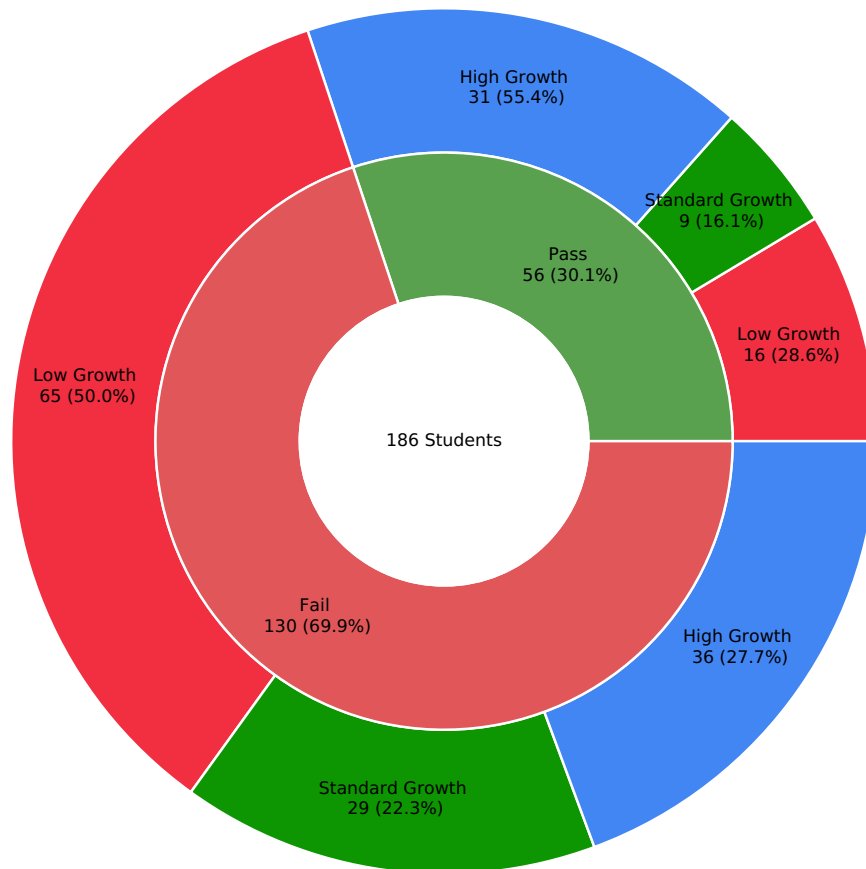


Appendix B

Report Card Analysis

Valley Grove Elementary School

ELA Proficiency and Growth for 2019



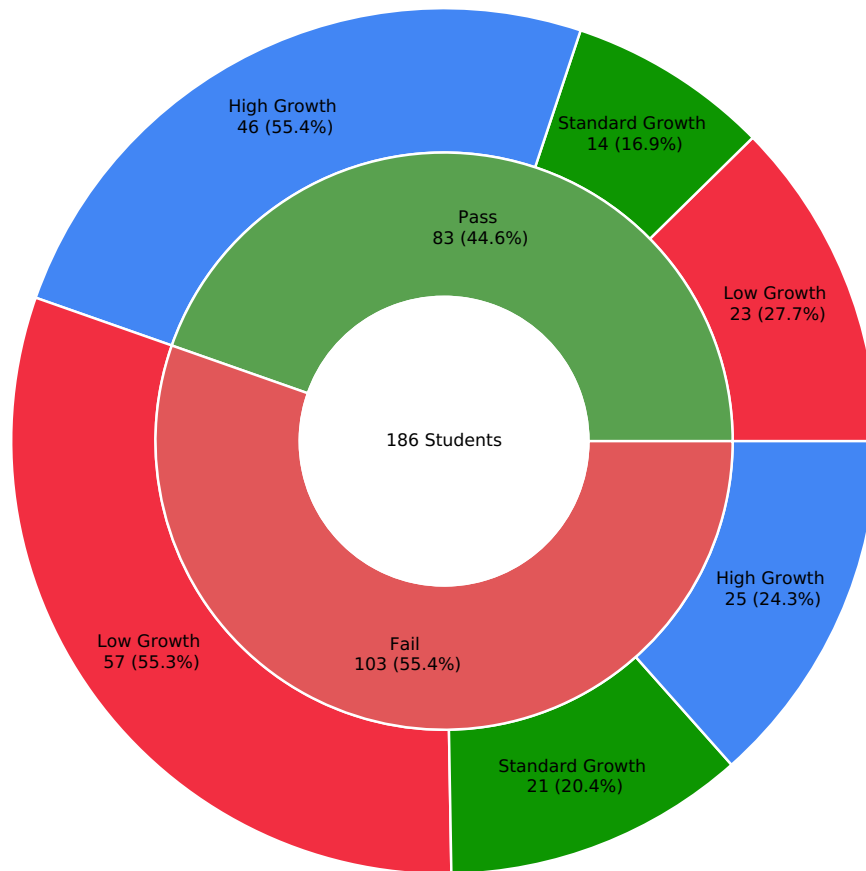
EES Analytics

Of the 186 students, there were 30.1% who passed and 69.9% who did not pass. Of the students who passed, there were 55.4% demonstrated high growth, 16.1% demonstrated standard growth, and 28.6% demonstrated low growth. For the students who did not pass, there were 27.7% demonstrated high growth, 22.3% demonstrated standard growth, and 50.0% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 55.4%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.

Valley Grove Elementary School

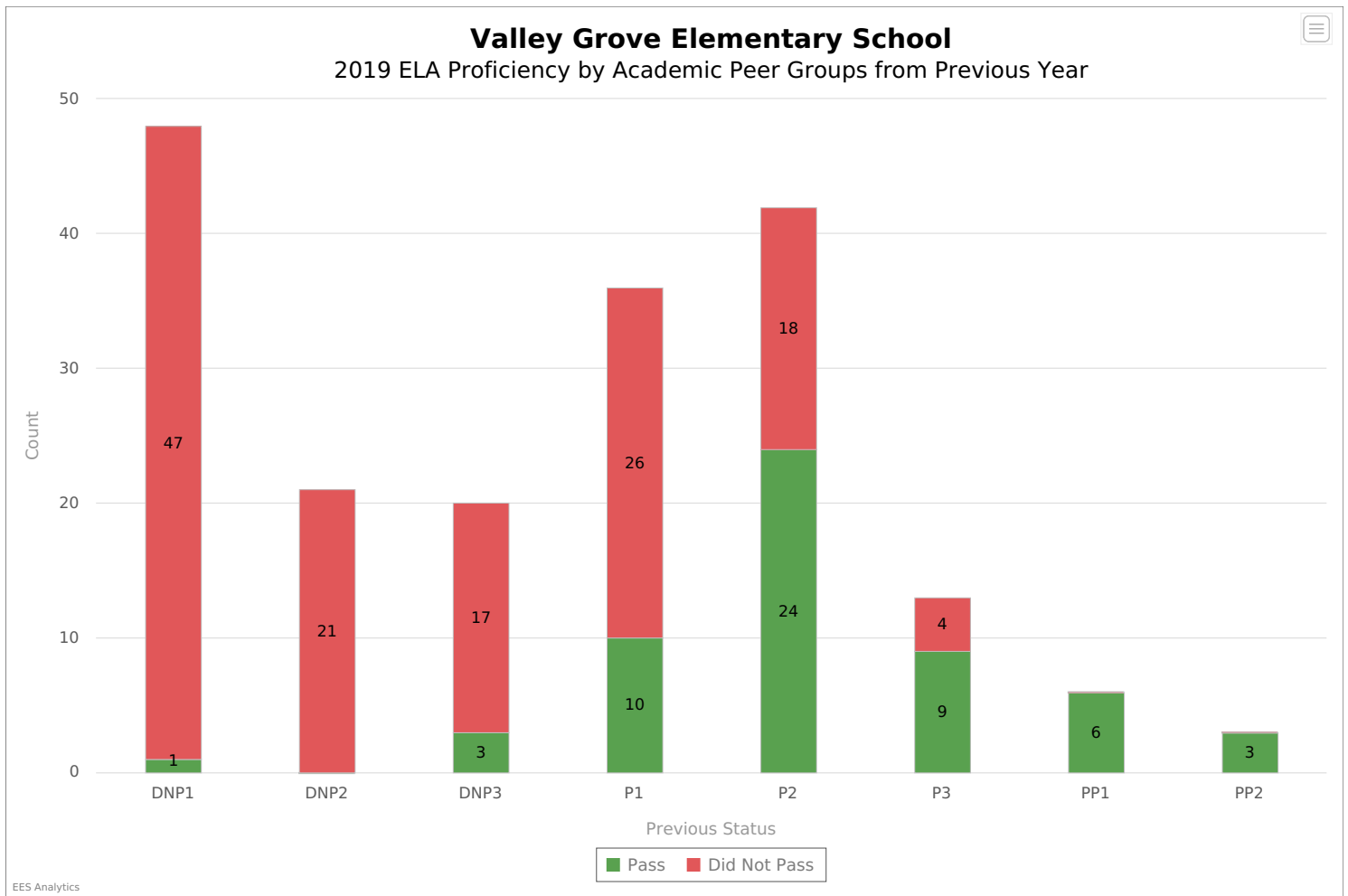
MATH Proficiency and Growth for 2019



EES Analytics

Of the 186 students, there were 44.6% who passed and 55.4% who did not pass. Of the students who passed, there were 55.4% demonstrated high growth, 16.9% demonstrated standard growth, and 27.7% demonstrated low growth. For the students who did not pass, there were 24.3% demonstrated high growth, 20.4% demonstrated standard growth, and 55.3% demonstrated low growth.

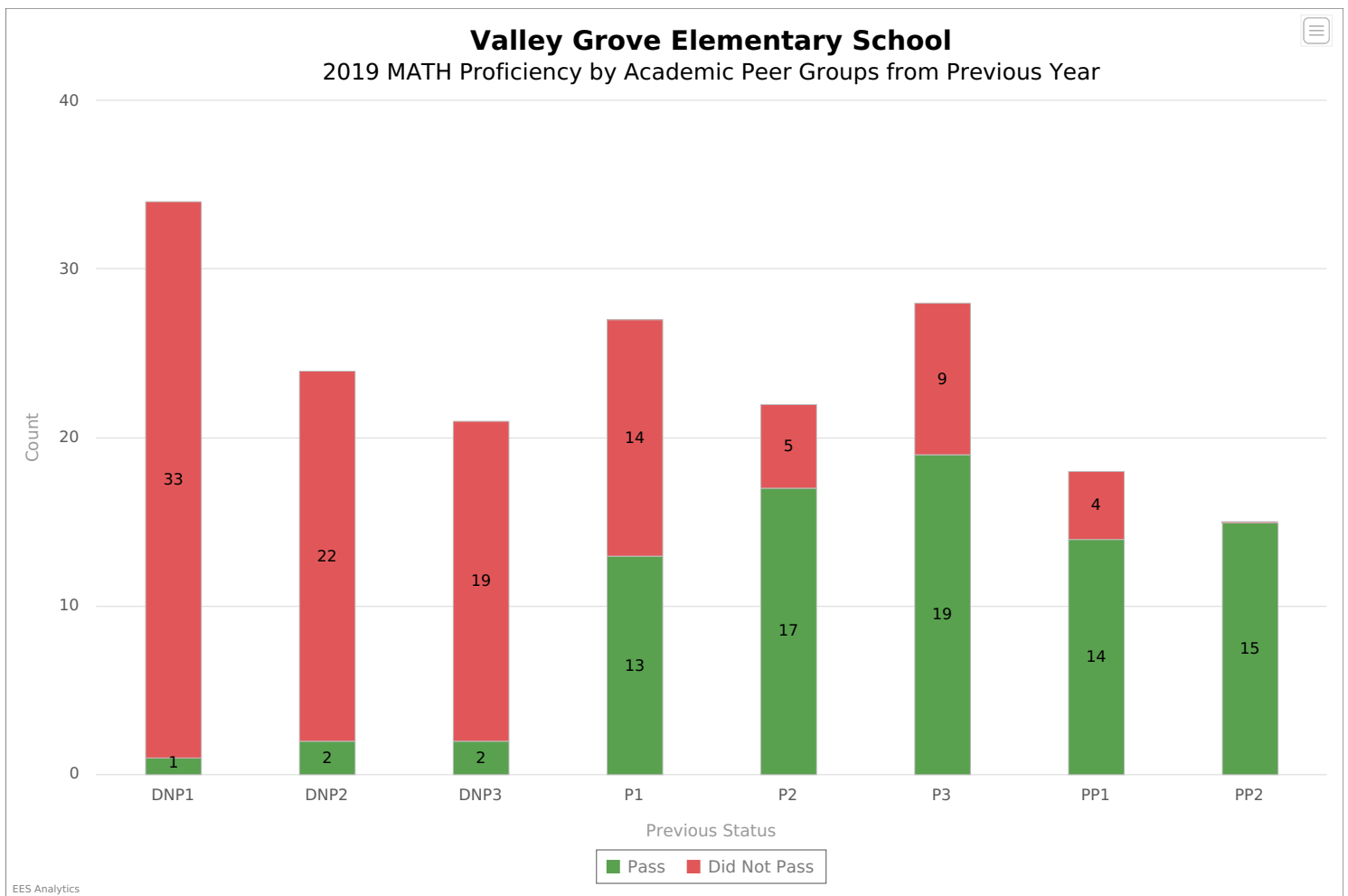
- + A high percentage of the students who passed were in the high growth category with 55.4%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 55.3%, this indicates that these students had less than one-year growth when compared to their academic peers.



Of the 100 students who passed the previous year, there were 48 students (48.0%) who did not pass this year.

Of the 89 students who did not pass the previous year, there were 4 students (4.5%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -44. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 23.2% this year. The year before the pass rate for these students was 64.3%.

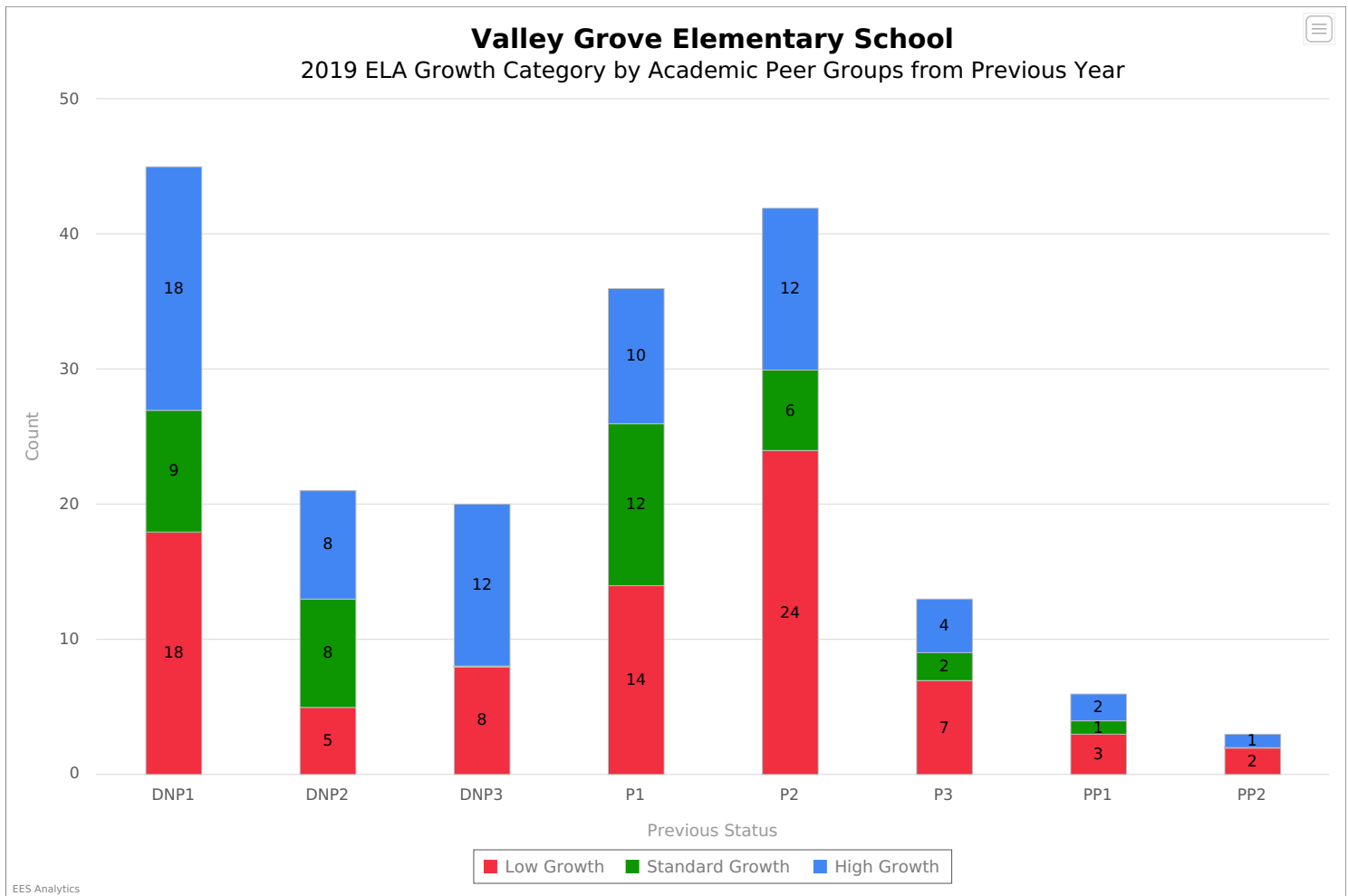
- There were 22 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.



Of the 110 students who passed the previous year, there were 32 students (29.1%) who did not pass this year.

Of the 79 students who did not pass the previous year, there were 5 students (6.3%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -27. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 31.3% this year. The year before the pass rate for these students was 56.3%.

- + There were 3 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 18 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.



There were 81 students in the low growth category, which accounts for 43.5%. More specifically, of the students who did not pass the previous year, 36.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 38 students in the standard growth category, which accounts for 20.4%.

There were 67 students in the high growth category, which accounts for 36.0%. More specifically, of last year's students who did not pass, 44.2% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

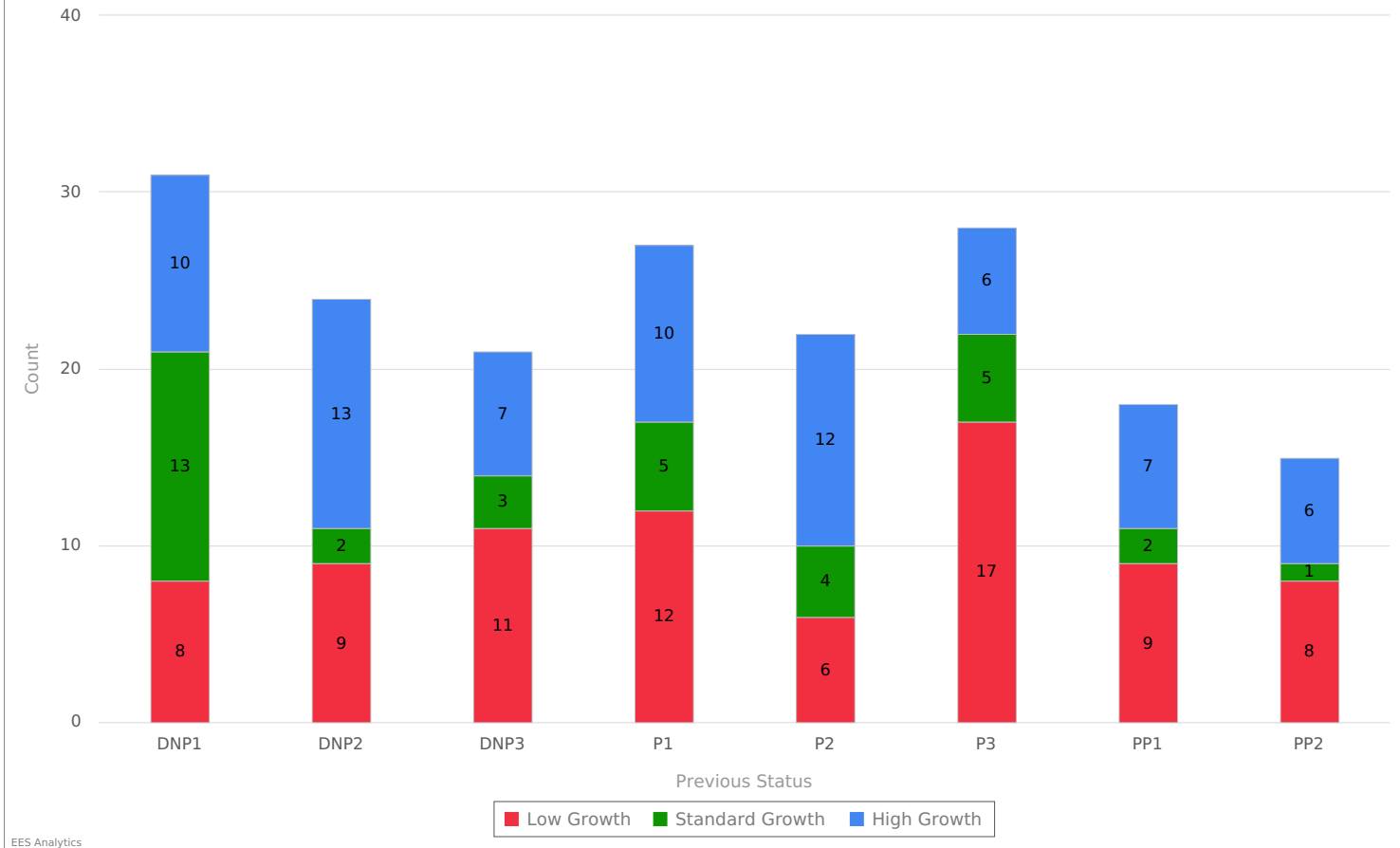
Those students nearest the cut scores (DNP3 and P1) had 39.3% in low growth and 39.3% in high growth. The net growth value (number of high growth students minus low growth students) was -10.

There were **31 students**, 16.7% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- There were 54.5% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Valley Grove Elementary School

2019 MATH Growth Category by Academic Peer Groups from Previous Year



There were 80 students in the low growth category, which accounts for 43.0%. More specifically, of the students who did not pass the previous year, 36.8% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 35 students in the standard growth category, which accounts for 18.8%.

There were 71 students in the high growth category, which accounts for 38.2%. More specifically, of last year's students who did not pass, 39.5% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

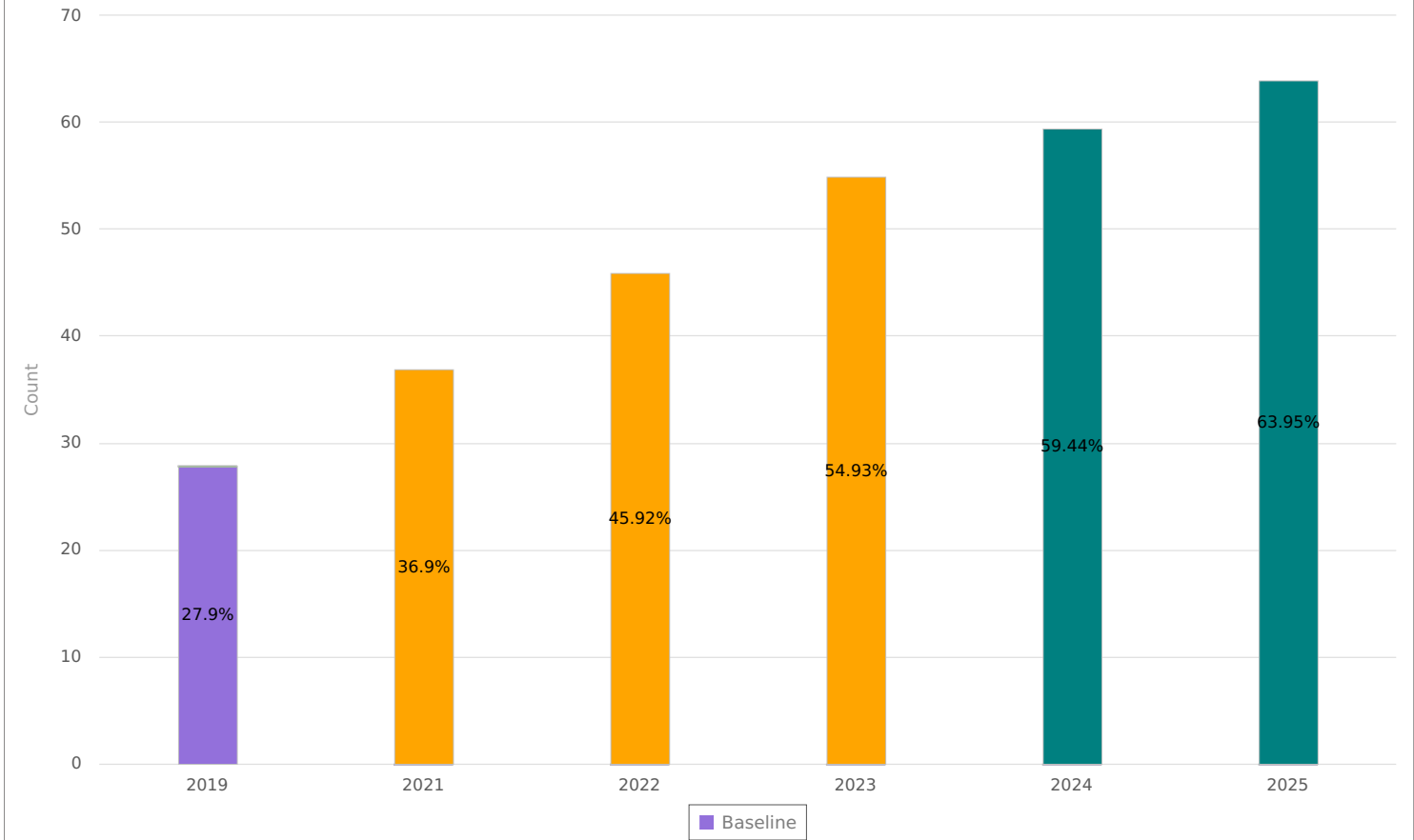
Those students nearest the cut scores (DNP3 and P1) had 47.9% in low growth and 35.4% in high growth. The net growth value (number of high growth students minus low growth students) was -4.

There were **28 students**, 15.1% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

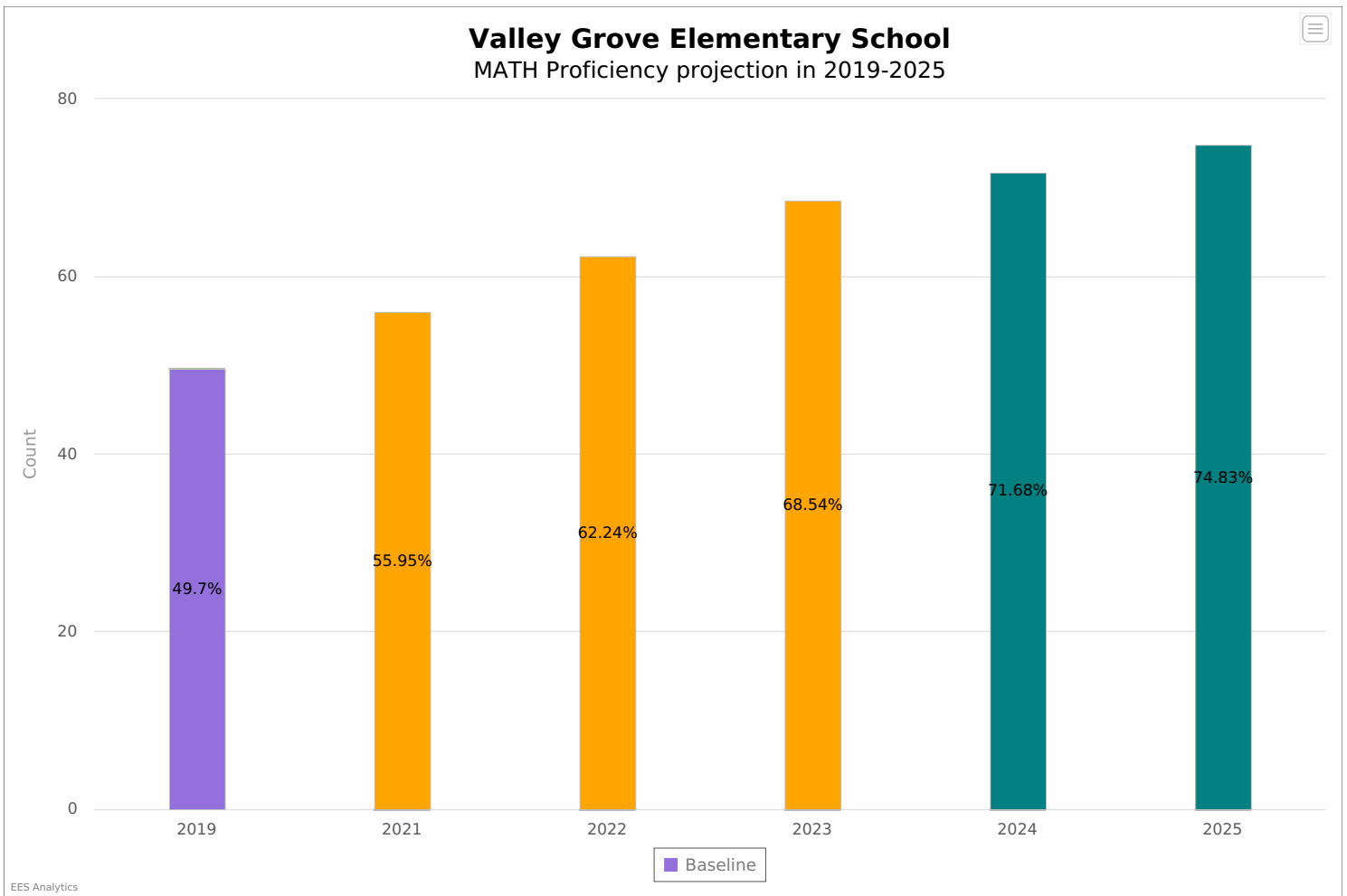
- The students furthest behind grade level proficiency (DNP1) only had 32.3% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 55.7% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Valley Grove Elementary School

ELA Proficiency projection in 2019-2025



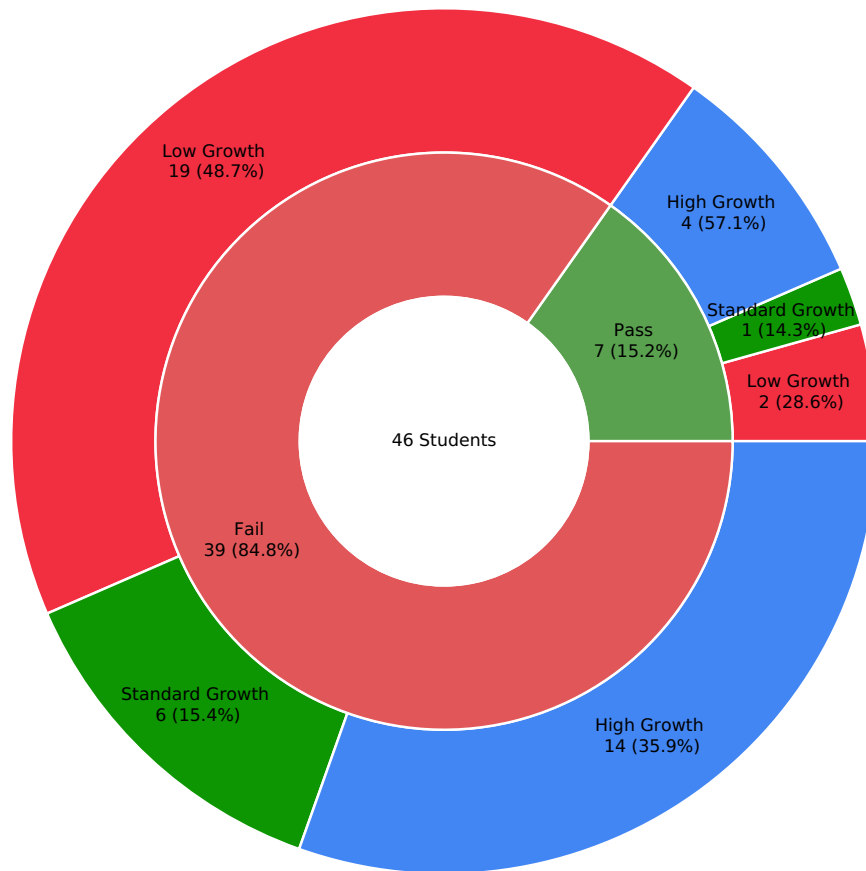
As of 2019, 27.9% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 27.0%. Ultimately, to meet this ambitious goal, it would require an overall 36.1% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 49.7% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 18.9%. Ultimately, to meet this ambitious goal, it would require an overall 25.2% increase in students passing by 2024. (There was no testing done in 2020)

Valley Grove Elementary School

ELA Proficiency and Growth for 2019 (SPED)

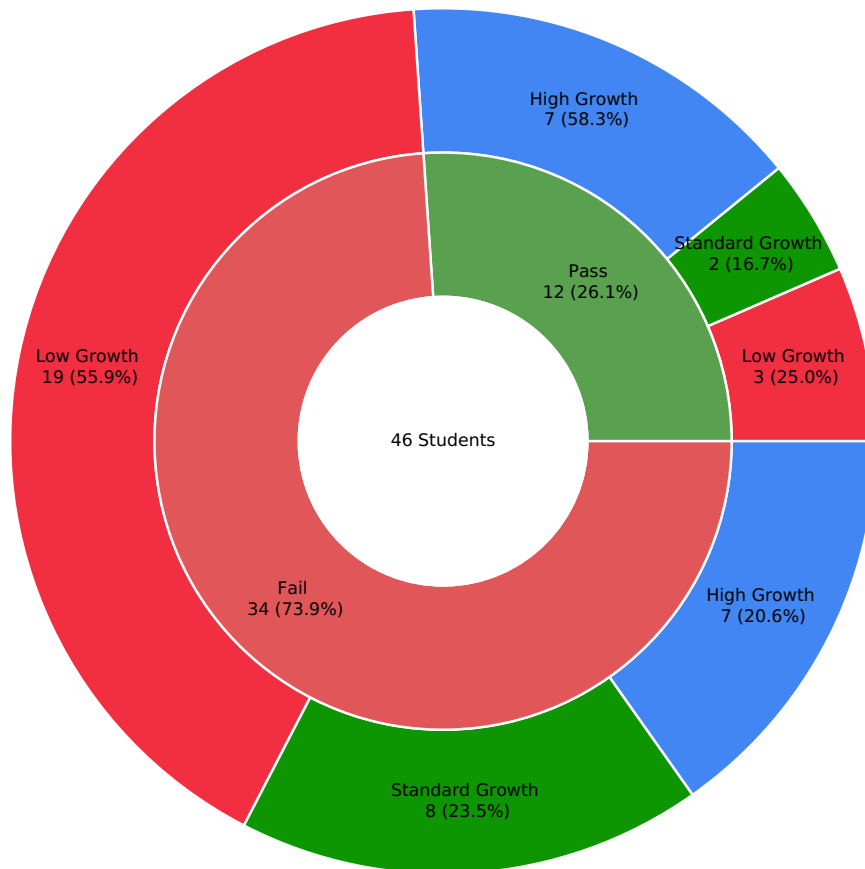


EES Analytics

Of the 46 students, there were 15.2% who passed and 84.8% who did not pass. Of the students who passed, there were 57.1% demonstrated high growth, 14.3% demonstrated standard growth, and 28.6% demonstrated low growth. For the students who did not pass, there were 35.9% demonstrated high growth, 15.4% demonstrated standard growth, and 48.7% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 57.1%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 48.7%, this indicates that these students had less than one-year growth when compared to their academic peers.

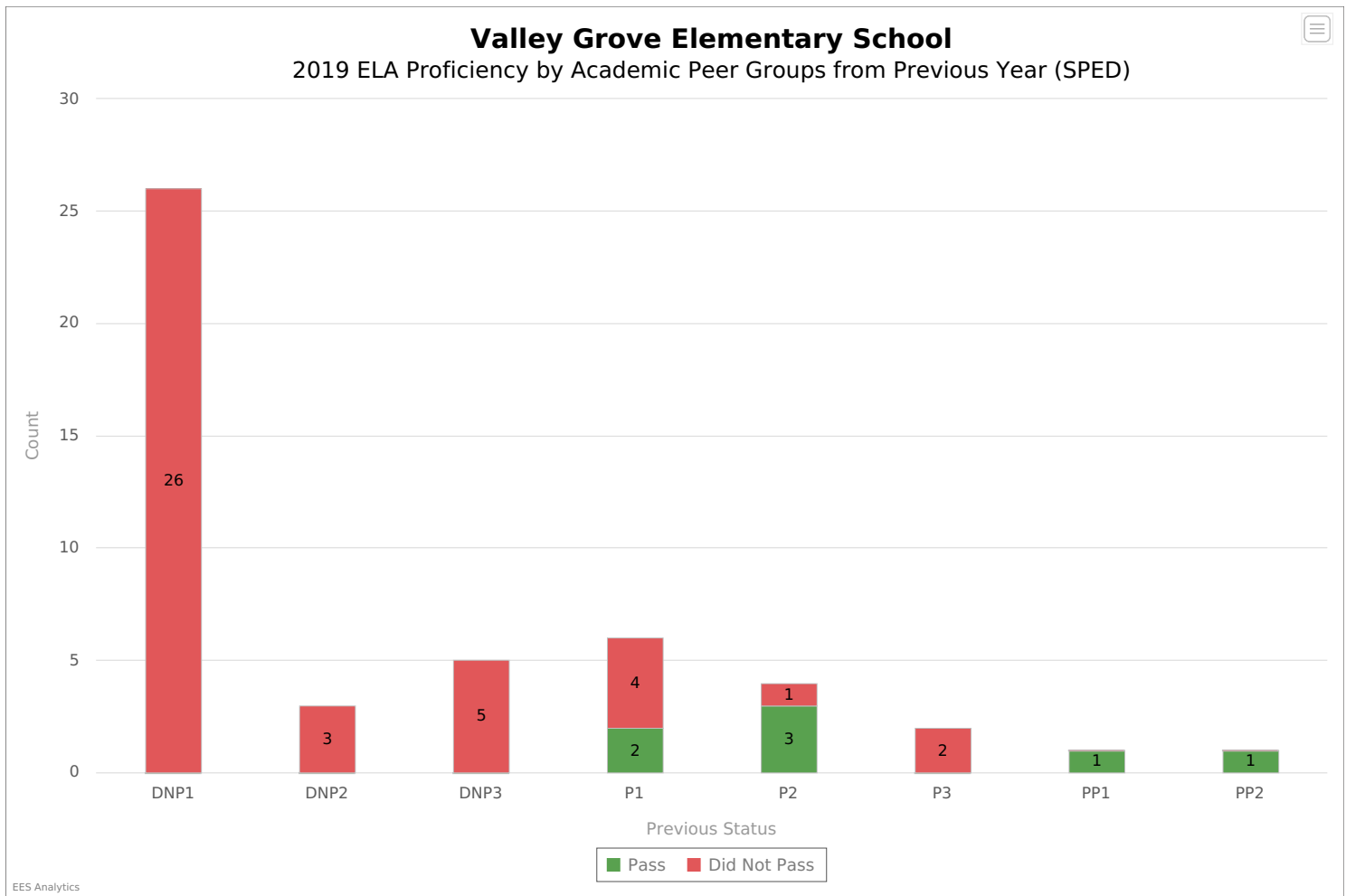
Valley Grove Elementary School
MATH Proficiency and Growth for 2019 (SPED)



EES Analytics

Of the 46 students, there were 26.1% who passed and 73.9% who did not pass. Of the students who passed, there were 58.3% demonstrated high growth, 16.7% demonstrated standard growth, and 25.0% demonstrated low growth. For the students who did not pass, there were 20.6% demonstrated high growth, 23.5% demonstrated standard growth, and 55.9% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 58.3%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 55.9%, this indicates that these students had less than one-year growth when compared to their academic peers.



Of the 14 students who passed the previous year, there were 7 students (50.0%) who did not pass this year.

Of the 34 students who did not pass the previous year, there were 0 students (0.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -7. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 18.2% this year. The year before the pass rate for these students was 54.5%.

- There were 3 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (60.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

Valley Grove Elementary School

2019 MATH Proficiency by Academic Peer Groups from Previous Year (SPED)



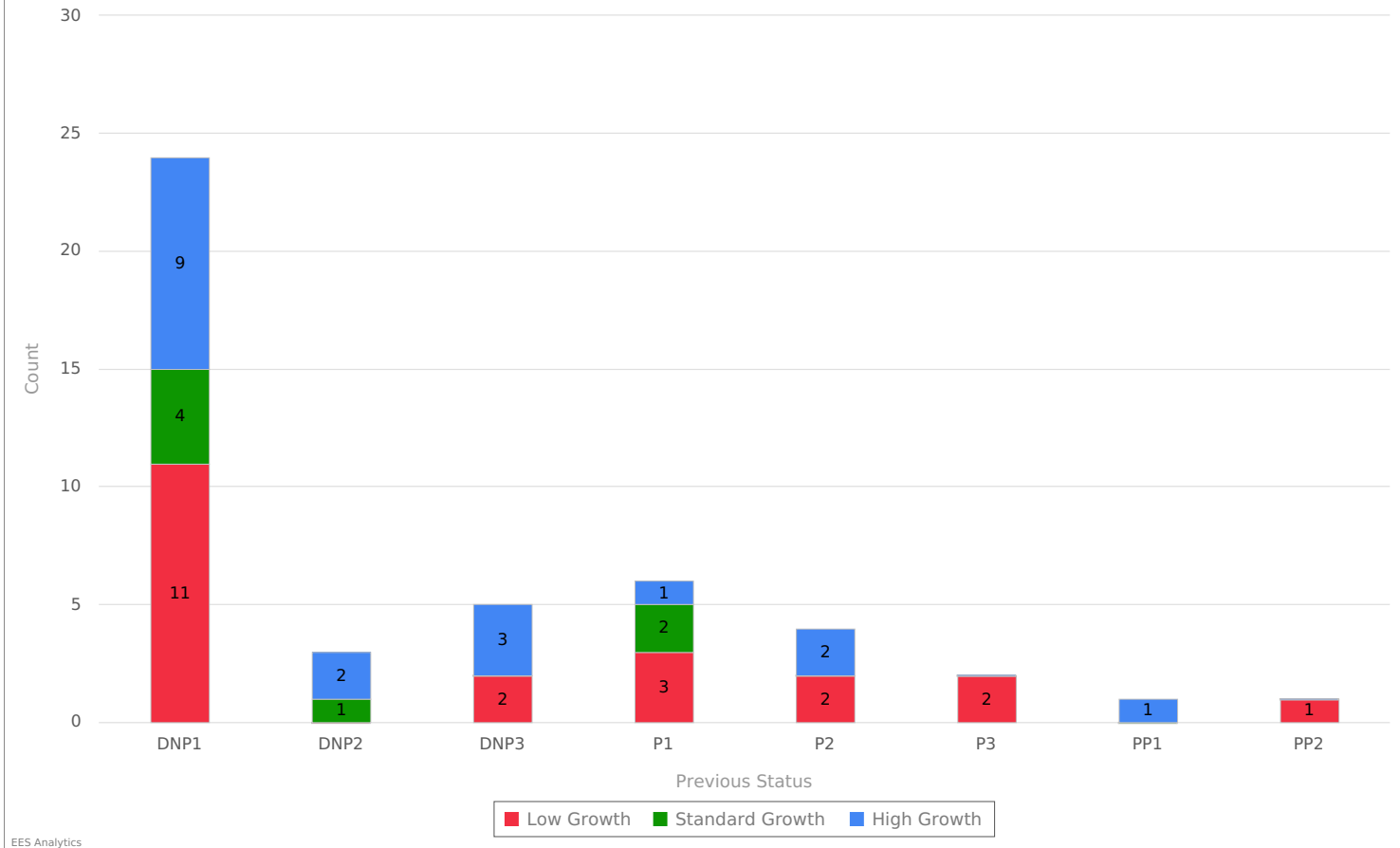
Of the 20 students who passed the previous year, there were 9 students (45.0%) who did not pass this year.

Of the 28 students who did not pass the previous year, there were 1 students (3.6%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -8. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 30.0% this year. The year before the pass rate for these students was 40.0%.

- There were 7 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (45.8%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

Valley Grove Elementary School

2019 ELA Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 21 students in the low growth category, which accounts for 45.7%. More specifically, of the students who did not pass the previous year, 40.6% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 7 students in the standard growth category, which accounts for 15.2%.

There were 18 students in the high growth category, which accounts for 39.1%. More specifically, of last year's students who did not pass, 43.8% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

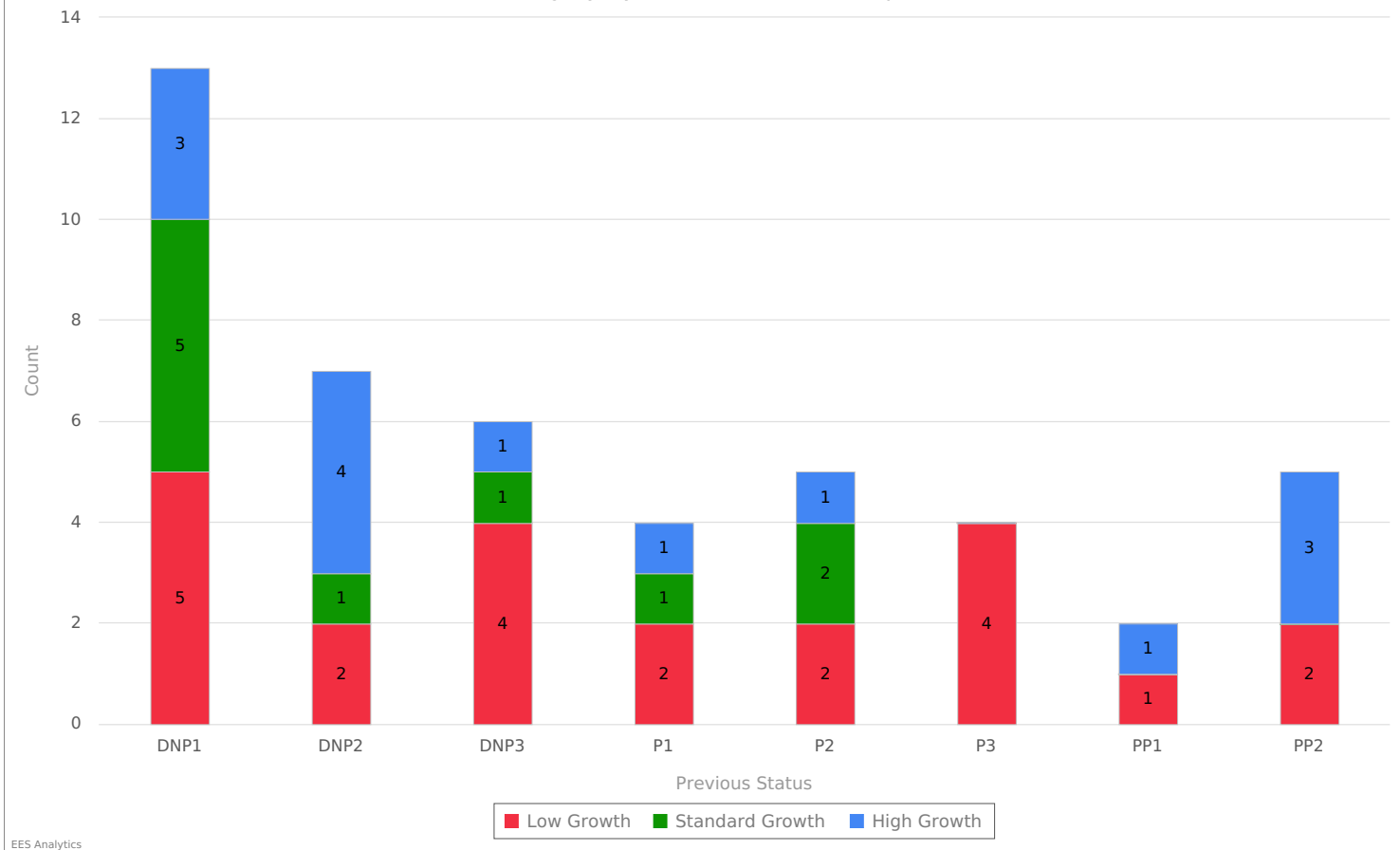
Those students nearest the cut scores (DNP3 and P1) had 45.5% in low growth and 36.4% in high growth. The net growth value (number of high growth students minus low growth students) was 0.

There were **13 students**, 28.3% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- There were 75.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Valley Grove Elementary School

2019 MATH Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 22 students in the low growth category, which accounts for 47.8%. More specifically, of the students who did not pass the previous year, 42.3% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 10 students in the standard growth category, which accounts for 21.7%.

There were 14 students in the high growth category, which accounts for 30.4%. More specifically, of last year's students who did not pass, 30.8% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 60.0% in low growth and 20.0% in high growth. The net growth value (number of high growth students minus low growth students) was -8.

There were **11 students**, 23.9% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 23.1% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 63.6% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Appendix C: Core Elements Descriptions

Describe the school's core elements to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Element 1: Curriculum
<p>1. Provide an overview of the school's curriculum, including, but not limited to:</p> <ul style="list-style-type: none">• A description of the school's curriculum review and adoption process;• A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;• A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and• A description of the culturally responsive curricular materials, if any that the school is using to ensure all students' cultural differences are recognized and appreciated. <p><i>Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.</i></p>
<p>Anderson Community Schools' curriculum documents outline the content to be taught to students and the sample methods used to teach this content. The documents also outline the assessment process used to evaluate what students are expected to know and be able to do to meet Indiana's College and Career Readiness Standards.</p> <p>Curriculum documents outline expectations for student learning within each content area as well as the standards outlined for all Special Areas such as art, PE, music, and library. The Anderson Community Schools' curriculum supports the achievement of Indiana's College and Career Readiness Standards. Knowledge and skills within content areas are identified and outlined. Our curriculum documents present an overview of classroom experiences necessary to address content area knowledge and skills so that all students work toward meeting or exceeding the Indiana's College and Career Readiness Standards.</p>

Gap Analysis: Curriculum		
Focus Areas	How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Priority Standards have been identified for every grade level. Curricular resources are available.	Curriculum is driven by the 8-step process, leaving out some curricular components like units of study, essential questions, and enduring understandings.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning	Administrators and teachers acknowledge the challenges students bring to school and are willing to learn ways to enhance SEL competencies in classrooms.	There is not a clearly defined curriculum or framework for social-emotional learning that is consistently implemented and/or refined.
Focus Area 4: Student Group - Students with Disabilities	Students with disabilities are held to the same grade level priority standards as all students.	Further clarification needed for new/all staff in how to scaffold/support students with disabilities.

Description of Core Element 2: Instructional Program

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Valley Grove teachers use a variety of instructional formats to ensure that the grade-appropriate skills are presented, reinforced, mastered, and reviewed. Much emphasis is placed on thinking and reasoning strategies.

Teachers focus on providing all students with quality instructional tasks that are engaging and encourage students to perform at increasingly higher levels, particularly as they introduce students with Indiana's College and Career Readiness Standards. Best practice strategies from Marzano are used by many classroom teachers to ensure increased student achievement.

Teachers use a mixture of instructional strategies including modeling, textbooks, trade books, drill and practice, individual and small flexible groupings, whole group, guided reading and writing, enrichment, and remediation. Reading Specialists provide small group instruction to struggling students in reading and language arts. Retired teachers, volunteer reading mentors, and various community members, help students struggling in reading, writing, and math. Students work in cooperative groups, as peer tutors, partner reading, and at learning centers.

Research shows that students learn through a variety of experiences. Valley Grove provides many experiences such as PLTW, field trips, science experiments, curriculum enriched convocations and hands-on projects. Students are actively engaged in positive learning experiences, enabling them to enjoy a rewarding personal life and to be a successful member of an ever-changing society.

The 8 Step Process was implemented during the 2011-12 school year with Patricia Davenport providing staff development to building teams. Teachers have used the 8 Step Process to revise instructional calendars (pacing guides), analyze student data, and develop instructional strategies to help all students. These calendars implement the current Indiana's College and Career Readiness Standards for grades K-4. These strategies will include small flexible groups, re-teaching skills when needed, giving Tier 2 students and high ability students an additional 30 minutes in English/Language Arts and Math for remediation or enrichment.

Gap Analysis: Instructional Program		
Focus Areas	How will the school's instructional program help the school address its focus areas?	In what ways does the school's instructional program <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	There are a variety of student groupings, adult interactions, and curricular materials available for all teachers to utilize.	An instructional audit would help identify key areas for improvement, such as frequency of use of differentiated strategies, levels of student engagement, etc.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning	The school and district realize the need for more SEL-intensive focus and explicit instruction in key SEL competencies.	The results from the SEL survey conducted as part of the CNA-SIP process can help to inform development of a SEL framework and key competencies.
Focus Area 4: Student Group - Students with Disabilities	There are a variety of ways for students with disabilities to be grouped, work with educational experts, and utilize a variety of curricular materials.	An instructional audit may help identify key areas for improvement.

Description of Core Element 3: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

A variety of assessments are used at Valley Grove, including running records in grades K-2 (common formative), Everyday Math unit assessments (common formative, summative), and NWEA in grades K-4 (benchmark). 8-Step assessments are given every three weeks and inform small group instruction. Teachers use assessments to meet a variety of needs from creating instructional groups based on similar needs and strengths to identifying areas for remediation or enrichment to measuring students' academic progress (i.e., ILEARN).

Teachers are actively engaged in making decisions at Valley Grove dealing with students, procedures, positive behavior support, school wide planning, and PL 221 and safety issues. Teacher meetings assist in getting input from teachers on a range of issues. Progress monitoring, data days, NWEA, ISTEP and other assessments help teachers in forming small reading groups, math groups for both remediation and enrichment. RtI meetings will determine what extra academic or behavioral strategies need to be used for Tier 2 and Tier 3 students. Teachers will participate in monthly grade level and learning log meetings to discuss data, 8 Step Calendars, and determine instructional strategies used to address standards for each cycle of the 8-Step Process.

Gap Analysis: Assessment		
Focus Areas	How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Teachers utilize a variety of assessments with all students (including students with disabilities) to inform several instructional decisions, such as small groups and summative progress.	There may be opportunities to introduce proficiency scales and discuss how scaffolding is provided to all students, including students with disabilities, to ensure that all students meet the same high learning expectations for their grade level.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning	There is currently no type of assessment or feedback system in place to address social-emotional competencies and skills for students.	
Focus Area 4: Student Group - Students with Disabilities		

Description of Core Element 4: Coordination of Technology Initiatives

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Anderson Community Schools provides the resources for current technological equipment, professional development and technical support for students, staff, and community to improve achievement. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society. Technology is an integral part of daily life. Teachers at Valley Grove make educational use of this technology that facilitates student learning and the acquisition of knowledge. A variety of hardware and software components are utilized to meet the needs and learning styles of our students. Valley Grove utilizes a variety of technology components and peripheral devices, such as: all new teacher and classroom computers were installed in the summer of 2013; every K-4 teacher has an iPad or Chromebook for wireless testing and other educational use; all students in grades 3-4 utilize individual Chromebooks for use during instruction and assessment; all K-2 grade students have access to class sets of 10 iPads for instructional purposes.

A variety of online resources are used to help students achieve high academic standards. Various applications can be accessed daily through the use of Canvas and the Google platform. Every student has access to online accounts that are managed by ACSC and allow students to interact with content for remediation, continued practice, or enrichment purposes. Classroom teachers also utilize online applications to extend student learning and prepare for online testing. Some applications motivate and enrich student proficiency with Indiana College and Career Readiness Standards. Writing programs allow students to record information and ideas. Information can be synthesized, organized and graphed using spreadsheet, timeline, and database software. Students are able to display or view a final published product.

Students are given the opportunity to locate and evaluate information from the internet using search engines. Anderson Community Schools utilized both scheduled and on-demand e-learning days to utilize technology driven student learning.

Special area teachers provide interdisciplinary integration of technology using such programs as Paint and Adobe Photoshop Elements to work with image manipulation and "Dance, Dance Revolution" in PE. Teachers use technology to analyze student achievement and growth. These include: NWEA testing (K-4), Pioneer Valley Book sets (K-2), Scholastic Reading Inventory (3-4), Canvas LMS for assessments and classroom assignments, and electronic report cards (K-4, every 9 weeks).

Gap Analysis: Coordination of Technology Initiatives		
Focus Areas	How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Technology is readily available for all students for a variety of learning tasks. Online or digital assessments help teachers make informed instructional decisions. There is a sufficient infrastructure to support instructional, assessment, and operational needs.	In-service for new teachers or new applications continues to be a need to ensure full capacity of staff to fully maximize the potential of online and digital learning.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning		
Focus Area 4: Student Group - Students with Disabilities		

Description of Core Element 5: Career Awareness and Development
<ol style="list-style-type: none"> 1. Provide details on what career awareness activities are provided for students. 2. How is the school including the Indiana Employability Skill Standards into instructional practice?
Teachers address employability skills throughout lessons in the class. This is an area of improvement for our school and our district. Teachers focus on providing all students with quality knowledge work that encourages them to perform at increasingly higher levels as they engage students with Indiana's College and Career Readiness Standards.

Gap Analysis: Career Awareness and Development

Focus Areas	How will the school's career awareness and development efforts also help the school address its focus areas?	In what ways does the school's career awareness and development efforts <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Career awareness is something all staff are cognizant about and working to integrate more seamlessly into instruction.	This is an area of continuing growth for VGES. Work continues to integrate both Indiana Employability Standards and Social-emotional skills into lessons and connect to real-life scenarios.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning		
Focus Area 4: Student Group - Students with Disabilities		

Description of Core Element 6: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

In keeping with the Anderson Community School's commitment to maintaining schools that are safe, wholesome, and conducive to learning, Valley Grove is a very active participant in a number of safety initiatives. These initiatives include building specific Crisis Management Plans that address preparation, mitigation and prevention, as well as response and recovery. These plans are reviewed and revised as necessary on a consistent basis and have also been inspected and approved by the Anderson Police Department.

Our district initiatives include ongoing training for administrators through the Indiana School Safety programming, scheduled drill practices for storm, fire, and active shooter as well as random security checks that target all aspects of our school community. Valley Grove has recently made modifications to our main entrance to include an additional layer of security to the facility. We also utilize surveillance and security systems that provide additional security and allow us to monitor our buildings and parking areas 24 hours a day. Valley Grove uses security officers on school property each morning to assist with the arrival of students as well. Valley Grove staff is committed to ongoing training to assist in preparing and practicing for crisis.

Lastly, the corporation has also developed a district Safety and Crisis Management Handbook for all buildings. Valley Grove will provide safety and crisis management training for all employees on a yearly basis. The school district has made a substantial investment in an instant messaging system through PowerSchool. Should a crisis or emergency arise, this messaging system will provide a rapid and coordinated response by email or phone to all district stakeholders in a matter of minutes. Valley Grove believes that with continuous and careful planning and preparation, we will be able to provide an effective and immediate response should an emergency or crisis of any magnitude arise.

Gap Analysis: Safe Learning Environment

Focus Areas	How will the school's career awareness and development efforts also help the school address its focus areas?	In what ways does the school's career awareness and development efforts <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	There are safety policies and procedures in place for all students, staff, and families.	A review of behavior data, including number and type of behavior incidents, may inform key areas of need and appropriate action steps.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning		
Focus Area 4: Student Group - Students with Disabilities		

Description of Core Element 7: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards along with strategies for serving the underserved populations. During the 2017-18 school year, Valley Grove teachers participated in a professional development opportunity based on the book *Teaching with Poverty in Mind* by Eric Jensen led by our district Behavior Specialist and Multicultural Liaison. The staff took an Implicit Bias Assessment as well. Teachers and staff have been able to utilize the ideas and insights gleaned from last year to address cultural competency in their classroom and throughout our building and community. Teachers will continue to have the opportunity to read articles and/or books on culturally diverse students and families. These articles and/or books will be given to teachers and shared at staff meetings in the same format as book talks. The goals of these articles and/or books are to help teachers understand the cultural differences among students and their families. Teachers will develop a better understanding of meeting the needs of a diverse population. The teachers will also utilize the understanding of the student and family experiences to assist students in learning new material.

Gap Analysis: Cultural Competency		
Focus Areas	How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Poverty affects more than 80% of the total student population. Additionally, the school's population is 20% Black and 8% Hispanic. Teachers have spent time in book studies related to poverty and some cultural competency training.	There may be opportunities to further examine educational practice to identify how consistently instructional strategies are utilized in classrooms, within grade levels, and across the school.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning	Work on SEL is a natural fit for this topic.	Progress continues on implementation of a consistent SEL framework.
Focus Area 4: Student Group - Students with Disabilities	Sixteen percent (16%) of the student population is identified as students with disabilities.	While whole school strategies have been identified, particularly for students of poverty, there may be a need to further refine for students who are also identified with disabilities to ensure fair and equitable educational services.

Description of Core Element 8: Attendance

1. Provide an overview of how the school tracks attendance (tardy, excused, unexcused) for all students, including subgroups?
2. How will the school track chronic absenteeism and provide supports for students chronically absent?
3. Describe the system to ensure each student receives maximal instructional time as it relates to attendance practices.

In SY 2019-2020, we noted that our homeless student group, students with disabilities, and our economically disadvantaged student group are most likely to miss school frequently. We must build better, stronger relationships with families to enhance communication and better understand the challenges our families' experience.

School personnel will communicate with students, parents, and other agencies regarding attendance and provide incentives for good attendance. Some of strategies include encouraging individual and classroom awards for attendance, targeting parents and students with attendance issues and offering support, positive behavior rewards, citizen of the month awards, and 9-week drawings for food and prizes for nominated students. Staff continue to develop an understanding of the effects of poverty, including issues related to attendance, and developing targeted strategies. Data is checked daily and reviewed at least monthly.

Attendance is checked daily and reviewed at least monthly by the leadership team to identify patterns, trends, and students at risk of becoming a chronic-absentee.

Gap Analysis: Attendance		
Focus Areas	How will the school's attendance practices also help the school address its focus areas?	In what ways does the school's attendance practices <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Teachers are aware that the school has and follows a chronic absence reduction plan. The school utilizes a multi-tiered system of support (MTSS) to identify the academic, behavioral, and/or social emotional needs of chronically absent students.	
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning		
Focus Area 4: Student Group - Students with Disabilities		Our student groups - students with disabilities, homeless, and students from low socio-economic levels have them most challenges in meeting attendance requirements.

Description of Core Element 9: Parent and Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Every year, a Title One Annual Parent Meeting is held to inform parents of the Title I service available to students at Valley Grove. During the meeting, the administrator explains the Targeted Title One program at Valley Grove and the services that the students could be receiving. These meetings have been held every year since the 2010-11 school year when Valley Grove began receiving Title I services.

The Valley Grove staff is always looking at ways to get more families involved in the school. Math and Literacy workshops will help parents learn how to help their child/children. Art exhibits, musical programs, and literacy nights are just a few of the activities planned during a year. The Valley Grove staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental involvement.

Families and teachers work collaboratively to place education first. Parents are copartners in the learning process. Opportunities that encourage parental involvement include: assignment notebooks, class folders, newsletters, individualized student reports, phone calls and/or email, open house, home visitations, parent-teacher conferences, behavioral checklists, classroom visitations, field trip chaperones, fundraisers, carnival, school volunteers, Fine Arts programs, convocations, reading challenges, Parent Connect, REMIND, and Class DoJo. Parent/Teacher Conferences are well attended with approximately 89% of parents meeting with teachers to discuss their child's progress during the 2018-19 school year. Conferences have not yet been held for the 2019-20 school year as they are planned for the end of the first nine weeks in November.

Gap Analysis: Parent and Family Engagement

Focus Areas	How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
Focus Area 1: Proficiency	Communication with parents is valued. Many opportunities are presented throughout the school year to ensure that parents and families can be part of their child's education.	There may be opportunities to investigate what barriers are encountered by parents in participating in school activities.
Focus Area 2: Growth		
Focus Area 3: Social-emotional learning	Work on SEL is a natural fit for this topic.	Progress continues on implementation of a consistent SEL framework.
Focus Area 4: Student Group - Students with Disabilities	All families are invited to participate in school activities.	There may be opportunities to further investigate the extent to which parents of students with disabilities participate in school activities or survey parents about their comfort level at the school.

Appendix E: Core Element Educator Inquiry Results

As part of the CNA process an injury form focusing on the core elements was given to the instructional staff. It is noted that the same questions utilized on the inquiry form are those listed on the IDOE CNA/SIP template. However, the school chose to utilize a six-point Likert scale rather than a Yes/No response. The resulting data is listed below and reflects the responses of twenty-eight (28) staff members.

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	5%	23%	73%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	0%	0%	0%	27%	73%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	0%	5%	18%	55%	23%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	9%	0%	27%	41%	23%

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	0%	0%	0%	57%	43%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	5%	5%	10%	43%	38%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	0%	0%	0%	52%	48%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	0%	0%	52%	48%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	0%	5%	10%	52%	33%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	0%	10%	43%	48%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	0%	10%	52%	38%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	0%	5%	57%	38%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	0%	0%	10%	57%	33%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	0%	24%	52%	24%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	10%	14%	52%	24%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	0%	0%	10%	57%	33%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	0%	0%	0%	10%	57%	33%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	0%	0%	0%	57%	43%

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	0%	0%	0%	0%	33%	67%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	0%	0%	5%	24%	71%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	0%	0%	5%	33%	62%

Core Element 4: Coordination of Technology Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	5%	5%	43%	48%
A plan is in place to provide in-service training in the use of technology.	0%	10%	14%	19%	33%	24%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	5%	19%	24%	33%	19%
There are established procedures for maintaining technology equipment.	0%	5%	0%	29%	43%	24%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	0%	5%	5%	29%	52%	10%

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	0%	0%	0%	5%	62%	33%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	0%	0%	5%	14%	57%	24%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	5%	0%	14%	48%	33%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	0%	33%	33%	33%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	5%	0%	10%	48%	38%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	0%	10%	0%	10%	38%	43%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	0%	0%	10%	48%	43%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	0%	5%	14%	43%	38%

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	0%	0%	29%	48%	24%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	0%	0%	0%	24%	57%	19%

Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
Responses across all six (6) core elements surveyed were positive. More than 70% of teachers indicated that the school utilizes curriculum aligned to Indiana Academic Standards and curricular resources (i.e., pacing guides and/or maps) are used. More than 65% of teachers indicated that a system is in place to use assessment data to make decisions about programs, practices, and instruction (i.e, Tier I or Tier II identification and support).	In general, technology was indicated with the most opportunities for improvement. This included in-service training for staff in the use of technology and protocols and criteria to review and select technology hardware, software, and instructional programs.

Curriculum Audit

1

Identify the overall measures for key curriculum components

2

Rate the current levels of process, implementation, and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	2	2	2	6
Objectives and activities align to the rigor of priority standards.	1	1	1	3
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	2	1	1	4
It is clear how priority standards are consistently cycled back throughout the course of a school year.	2	1	1	4
MEASURES OF APPLICATION TOTALS	7	5	5	17/48



PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	The district has identified priority (or critical standards) across each grade level; however, the identification of supporting standards are limited.	The district should work to develop clarity on its priority and supporting standards across all grade-levels. An overarching standards document should be developed to help identify when, where, and how often standards are being addressed and assessed.
Objectives and activities align to the rigor of priority standards.	Some 8-Step instructional calendars list unpacked priority standards as "I Can" statements.	Develop more in-depth unit of study plans with unpacked standards (I Can statements) and develop proficiency scales to develop teacher clarity in standards and task-rigor alignment.
There is an allotment of time built in for reteaching/ enrichment of standards throughout the year.	There is a success time referred to in SIPs.	Proficiency scales and tiered assessments can inform deliberate reteaching and enrichment opportunities for students during Success Time.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	The 8-step instructional calendar, in some grade-levels, indicates the standards for review and maintenance.	There can be a deliberate process for spiraling back through priority standards across multiple units of study.



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
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School
Corporation K-6

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Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	1	1	1	3
Tiered assessments are established for each priority standard.	1	1	1	3
Students are provided choices for how they learn and show mastery of priority standards.	1	1	1	3
MEASURES OF APPLICATION TOTALS	3	3	3	9/36



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.		The district is encouraged to develop proficiency scales for all priority standards to develop teacher clarity of learning intentions and success criteria within a particular standard.
Tiered assessments are established for each priority standard.		The district is encouraged to develop tiered assessments for all priority standards to develop teacher clarity of learning intentions and success criteria within a particular standard.
Students are provided choices for how they learn and show mastery of priority standards.		The district is encouraged to define a more balanced system of assessment in which students have an opportunity demonstrate their learning in more relevant ways (i.e., performance tasks).



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

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3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	1	1	1	3
Essential questions that promote inquiry within each unit of study are present.	1	1	1	3
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	1	1	1	3
There is a cross-curricular alignment to literacy or other content standards.	1	1	1	3
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	1	1	1	3
There is a system for teachers to reflect and provide feedback to the units of study.	2	1	1	4
MEASURES OF APPLICATION TOTALS	7	6	6	19/72



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.		Adopting a consistent unit planning template across all content areas will provide for consistency in development and application of core curricular elements including those mentioned in the Key Components column. Part of developing a guaranteed and viable curriculum begins with developing a unit plan that teachers can easily translate into daily instructional practice. A unit map including all of the core curricular elements can help schools achieve this.
Essential questions that promote inquiry within each unit of study are present.		
The vocabulary included in the curriculum maps include both nouns and assessment verbs.		
There is a cross-curricular alignment to literacy or other content standards.		
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.		
There is a system for teachers to reflect and provide feedback to the units of study.	Some evidence exists of a district-wide process for revising the 8-step calendar on a yearly basis that may or may not include all teachers.	



OVERALL REPORT

Comprehensive Needs Assessment
for School Improvement Planning



Anderson
Community
School
Corporation K-6

KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	17/48
Student Learning Indicators	9/36
Core Curricular Elements	19/72
CURRICULUM AUDIT SCORE	45/156

APPLICATION TOTALS

Key Component	Totals
Process	17/52
Implementation	14/52
Refinement	14/52

ANALYSIS & RECOMMENDATIONS

1. It is suggested that the district adopt a common unit plan format identifying specific core curricular elements to be developed across each content area and course. This will ensure ease in teacher translation of the unit plan into daily classroom practice.
2. Develop clarity in priority and supporting standards across all content areas. A common unit planning format will assist in this process.
3. Develop proficiency scales (or learning progressions) for each of your priority standards across both ELA and mathematics. These proficiency scales will help to develop teacher and student clarity in learning intentions and success criteria.
4. Leverage the proficiency scales and current standards-based 8-Step assessments to develop robust tiered assessments. These robust assessments can be administered to help grade-level content teams identify students needing reteaching and/or enrichment during the instructional cycle and improve core and differentiated instructional practices.

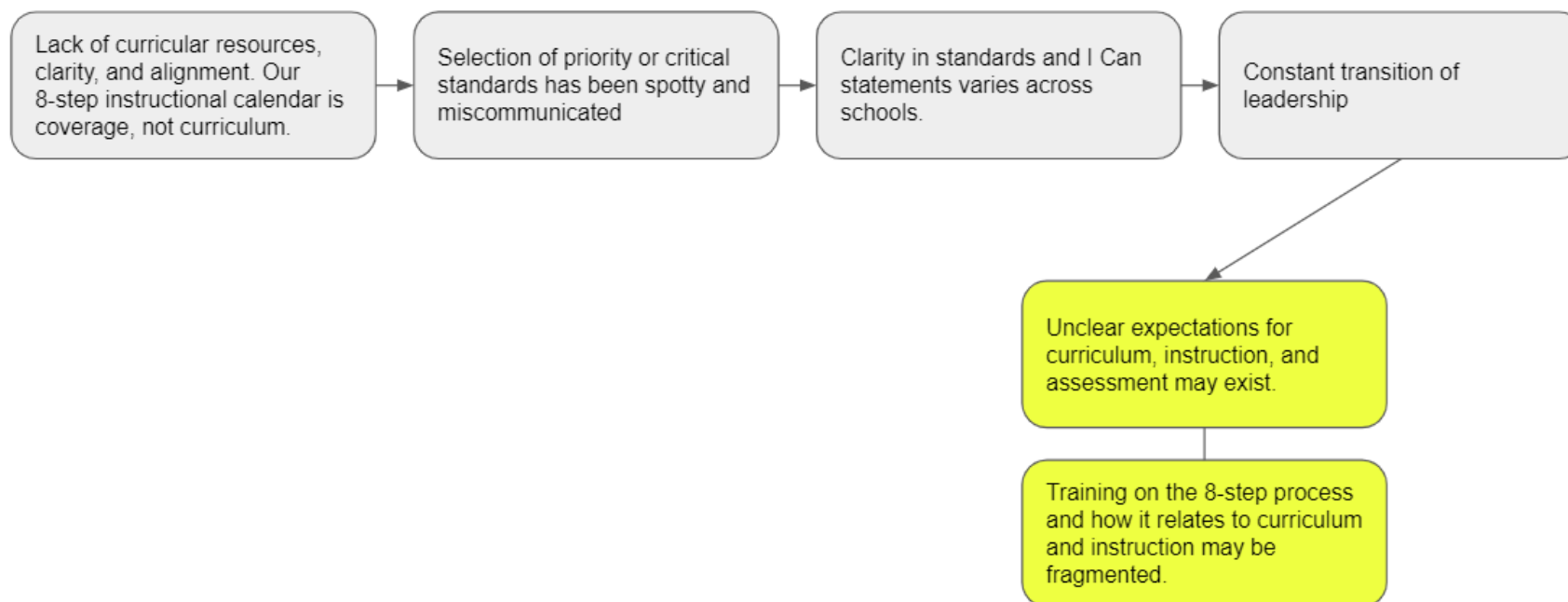


Root Cause Analysis

Focus Area 1	Focus Area 2	Focus Area 3	Student Group Focus Area
PROFICIENCY (All Students & Targeted Subgroups): An analysis of three year trend data revealed a low percentage of students are achieving proficiency in ELA and Math. Further, three year trend data reveals a low percentage of students in our targeted subgroups are achieving proficiency in ELA and Math.	GROWTH (All Students & Targeted Subgroups): An analysis of three year trend data revealed a low a high percentage of students are receiving low growth in ELA and Math. Further, three year trend data reveals a low a high percentage of students in our targeted subgroups are receiving low growth in ELA and Math.	SOCIAL-EMOTIONAL LEARNING (All Students & Targeted Subgroups): Teacher focus groups, building leadership focus groups, and the SEL audit led to the conclusion that student trauma and social emotional needs are negatively impacting the school environment (as evidenced through attendance and behavioral data of ALL students and targeted subgroups).	SPECIAL EDUCATION STUDENT GROUP: An analysis of three year trend data revealed a low percentage of students who are identified for special education services are achieving proficiency and high growth in ELA and Math.

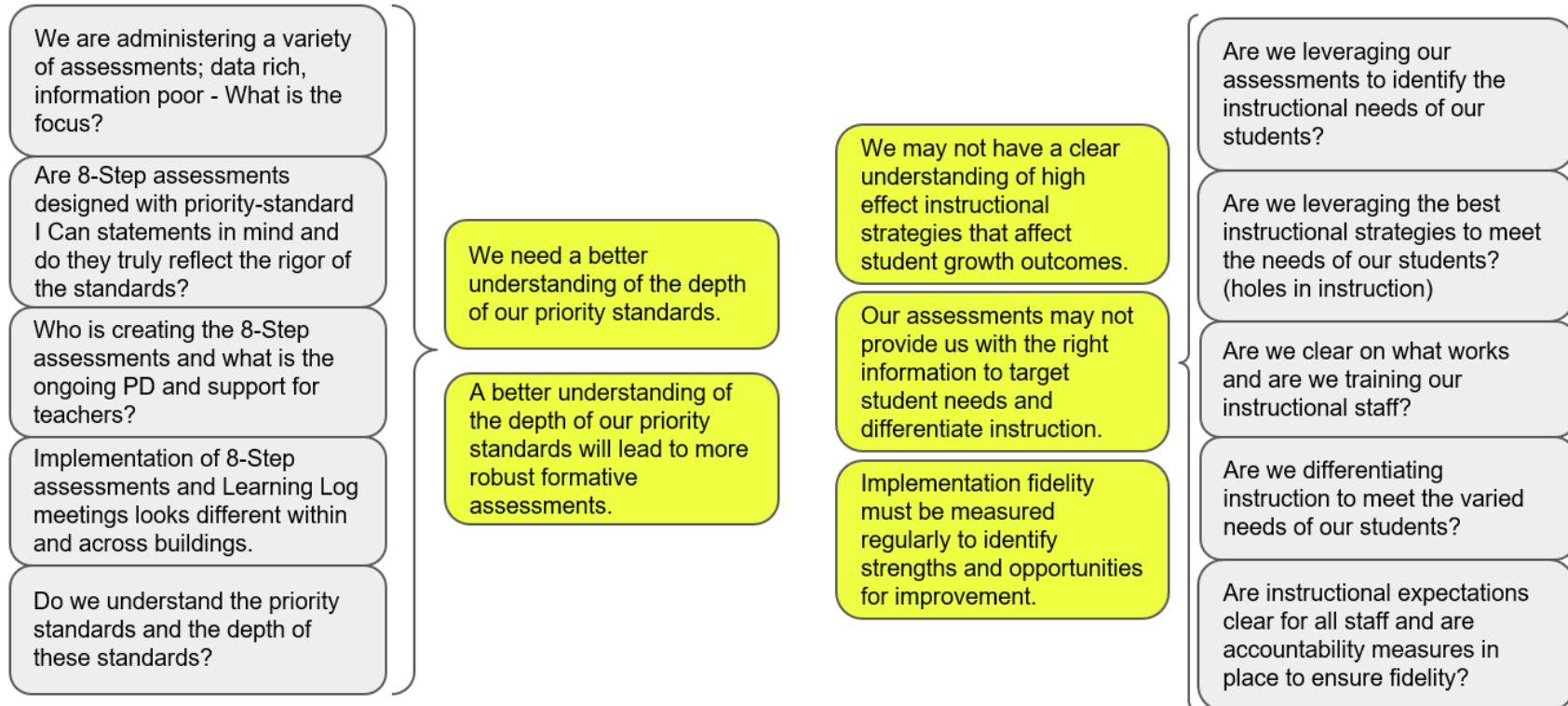
Focus Area 1

PROFICIENCY (ALL Students & Targeted Subgroups): An analysis of three year trend data reveals a low percentage of students are achieving proficiency in ELA and Math. Further, three year trend data reveals a low percentage of students in our targeted subgroups are achieving proficiency in ELA and Math.



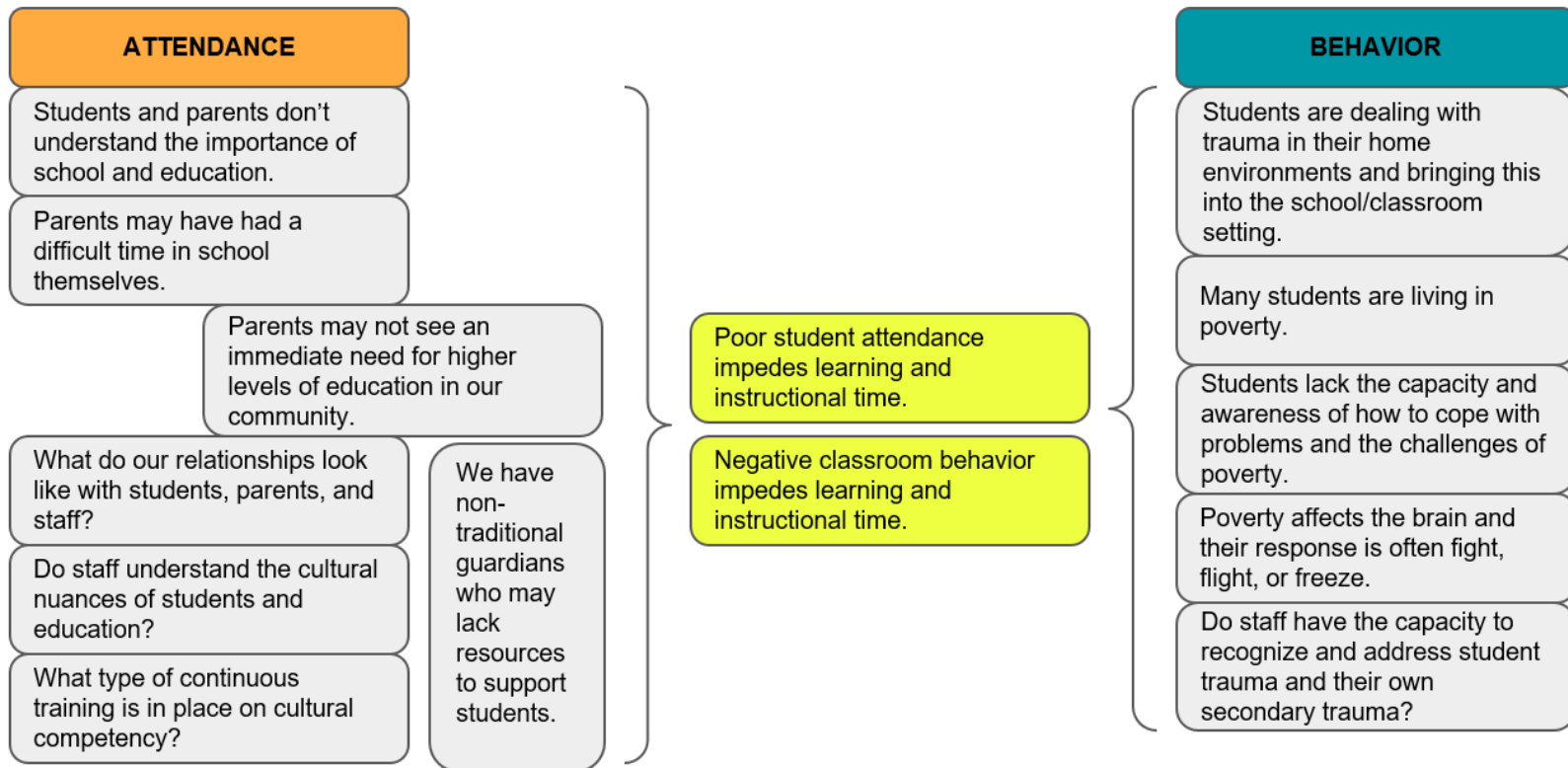
Focus Area 2

GROWTH (All Students & Targeted Subgroups): An analysis of three year trend data reveals a low a high percentage of students are receiving low growth in ELA and Math. Further, three year trend data reveals a low a high percentage of students in our targeted subgroups are receiving low growth in ELA and Math.



Focus Area 3

SOCIAL-EMOTIONAL LEARNING (All Students & Targeted Subgroups): Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment (as evidenced through attendance and behavioral data of ALL students and targeted subgroups).



Appendix G: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students’ social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

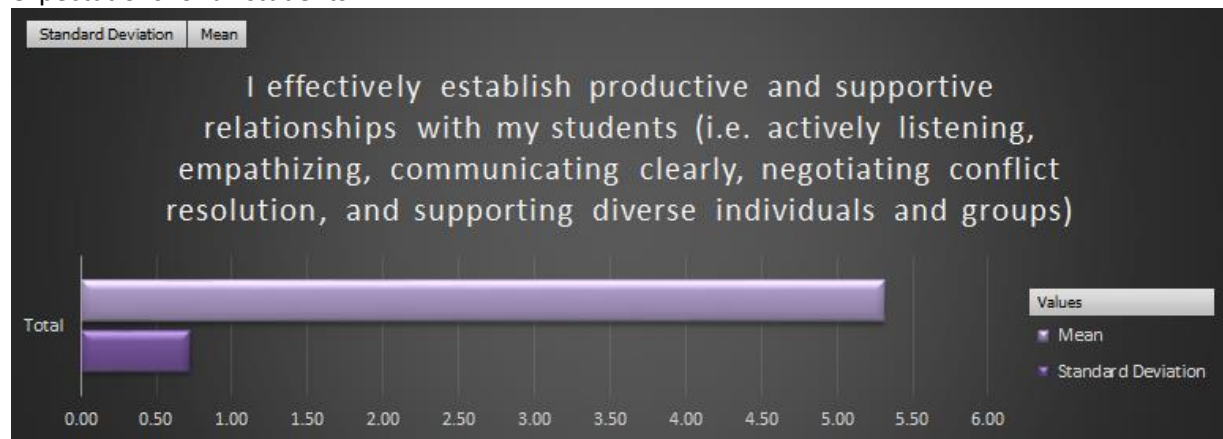
A six-point Likert scale was given to all staff at **Valley Grove Elementary School** with thirty-two (32) staff members participating. The survey consisted of three areas including questions about educational neuroscience, mindsets for learning, and routines for learning.

Educational Neuroscience	
Highest Score from Survey: Teachers reported the highest positive result for understanding how poverty impacts brain development and learning. Valley Grove Elementary School’s poverty exceeds 80% (https://inview.doe.in.gov/schools/1052755033/population).	
Lowest Score from Survey: Teachers reported the least positive responses to understanding the impact of neuroplasticity on student outcomes and understanding how to effectively communicate such information with students.	
Strength: Valley Grove Elementary School’s current school improvement plan indicates continued professional learning for teachers in the area of social-emotional learning. Equitable Education’s Solutions SEL survey results indicated that there is at least some working knowledge by staff of brain-based learning concepts. This is significant in a school with such high poverty.	
Opportunity for Improvement: Delving deeper into neuroplasticity will hone teachers’ understanding of how the brain works and learn strategies to maximize students’ learning potential.	

Mindsets for Learning

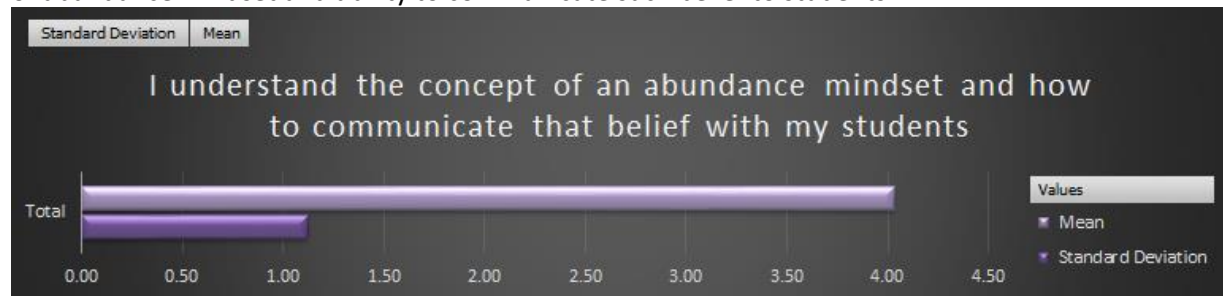
Highest Score from Survey:

Teachers reported the highest positive response to the statement regarding their capacity to effectively establish productive and supportive relationships with students and in communicating high expectations for all students.



Lowest Score from Survey:

Teachers reported the least positive response to the statement regarding understanding the concept of abundance mindset and ability to communicate such belief to students.



Strength:

Teacher acknowledged the importance of establishing productive and supportive relationships with students.

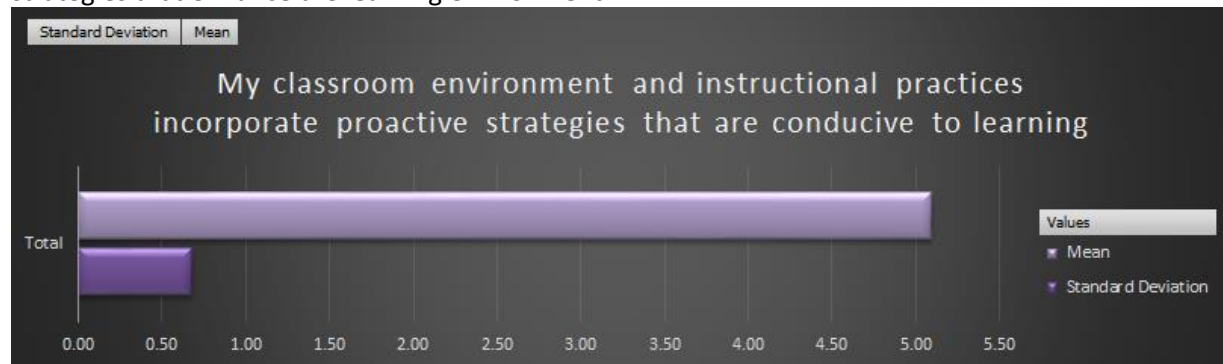
Opportunity for Improvement:

The survey results indicated opportunities for staff to develop a greater understanding of an abundance mindset, including examination of implicit biases that may be unknown.

Routines for Learning

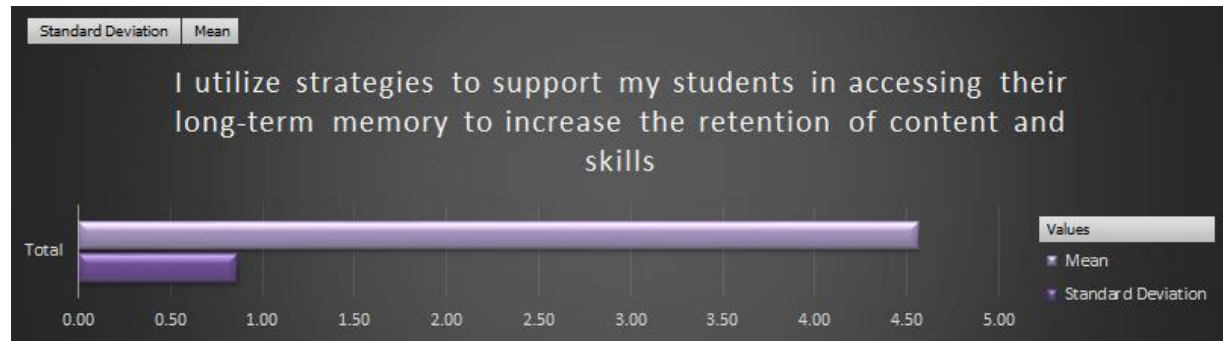
Highest Score from Survey:

Teachers indicated that classroom environments and instructional practices incorporate proactive strategies that enhance the learning environment.



Lowest Score from Survey:

Teachers indicated the need to develop strategies to help students access long-term memory to increase retention of content and skills.



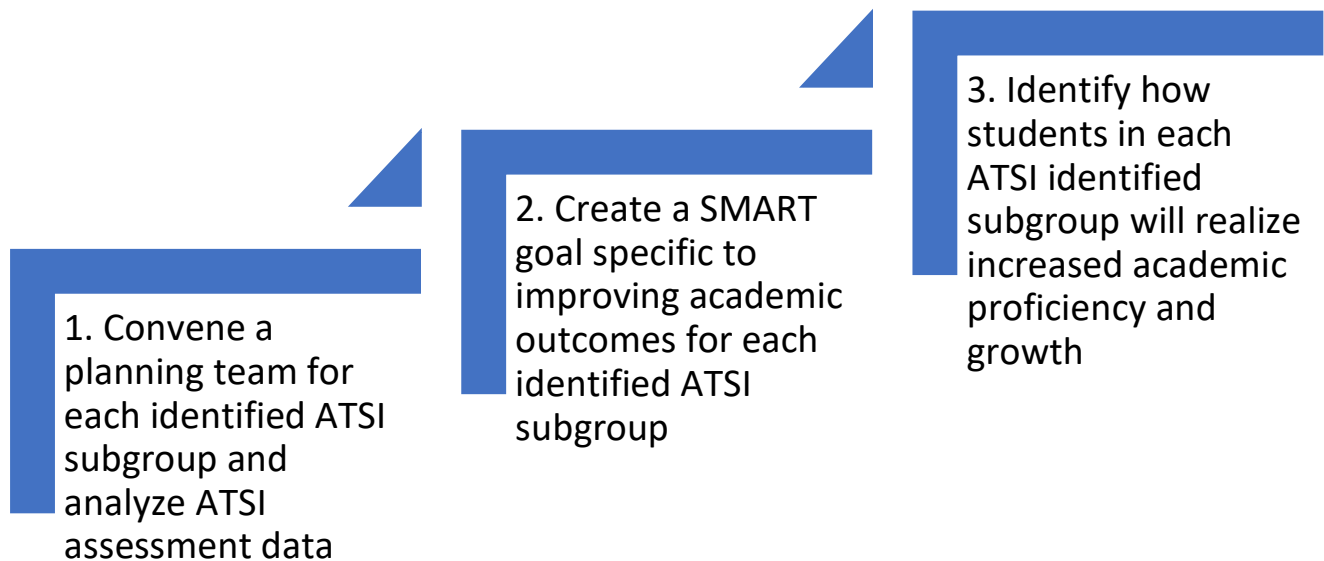
Strength:

Classroom culture seems to be fairly positive with proactive instructional strategies.

Opportunity for Improvement:

There is a need to develop students' capacity to access long-term memory to increase retention of content and skills.

Targeted Support & Improvement (TSI) – Any public school with one or more student groups (1) performing in the lowest 10% of their group for two consecutive years and (2) is identified as “does not meet expectations.”



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Appendix Low Performing Subgroup of SPECIAL EDUCATION Students

Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Melissa Illuzzi	Team Member	Principal/Administrator
Kelly Scott	Team Member	Literacy/Data Coach
Rebecca Benson	Team Member	AFT Rep/Teacher
Shaley Rankin	Team Member	Teacher
Carol Phillips	Team Member	Teacher
Anita VanSkyock	Team Member	Teacher
Laura Poyer	Team Member	Teacher
Jeff Lyttle	Team Member	Teacher
Diana Smith	Team Member	Teacher
Kellie Morgan	Team Member	Parent
Glenna Gray	Team Member	Parent
Pam Storm	Team Member	District Title I Coordinator
Focus Area Description	Anderson Community Schools provides services to those students eligible for special education services under the Individual with Disabilities Education Act (IDEA). A wide range of special education services is provided throughout the district. Students receive services as described in the Individualized Educational Plan (IEP), and classroom teachers work cooperatively with special education teachers and grade-level special education paraeducators to ensure that every child receives a Free and Appropriate Public Education (FAPE). The addition of the Dyslexia Screener in grades K, 1, and 2 each year will assist in identifying and providing support and intervention for our youngest readers.	
Subgroup Specific SMART Goals:		
In spring 2021, the percentage of students identified for special education who meet proficiency should increase by 9.9% based on the spring 2021 ILEARN assessment. The percentage of students earning high growth should increase by 2.1%.		
In spring 2021, the percentage of students identified for special education who meet proficiency should increase by 8.6%. The percentage of students earning high growth should increase by 6.4%.		
The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan.		
X <input type="checkbox"/> PD Goal 1		X <input type="checkbox"/> Road Map 1
X <input type="checkbox"/> PD Goal 2		X <input type="checkbox"/> Road Map 2
X <input type="checkbox"/> PD Goal 3		X <input type="checkbox"/> Road Map 3

Appendix I: School Culture Survey Results

As part of the School Improvement Plan development process, a school culture survey form focusing on how collaborative the school culture is based on the core elements of **Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership**. The resulting data of **Valley Grove Elementary School** is listed below and reflects the responses of **28 staff members**.

Collaborative Leadership: Leaders value teachers' ideas, seek input from teachers, engage teachers in decision making, trust teachers' professional judgment, support and reward risk taking and innovative ideas to improve student achievement, and reinforce the sharing of ideas and effective practices among all staff. <i>(Aligned survey items: 2, 7, 11, 14, 18, 20, 22, 26, 28, 32, 34)</i>	
Strengths <ul style="list-style-type: none"> Leaders take time to praise teachers that perform well. Teachers are encouraged to share ideas. 	Opportunities for Improvement <ul style="list-style-type: none"> Leaders in our school facilitate teachers working together.
Teacher Collaboration: Teachers plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers. <i>(Aligned survey items: 3, 8, 15, 23, 29, 33)</i>	
Strengths <ul style="list-style-type: none"> Teachers have opportunities for dialogue and planning across grades and subjects. 	Opportunities for Improvement <ul style="list-style-type: none"> Teaching practice disagreements are voiced openly and discussed. Teachers take time to observe each other teaching.
Professional Development: Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge related to instructional practice. <i>(Aligned survey items: 1, 16, 24, 30)</i>	
Strengths <ul style="list-style-type: none"> Teachers utilize professional networks to obtain information and resources for classroom instruction. 	Opportunities for Improvement <ul style="list-style-type: none"> Professional development is valued by the faculty.
Unity of Purpose: Teachers understand, support, and perform in accordance with the school's mission. <i>(Aligned survey items: 5, 12, 19, 27, 31)</i>	
Strengths <ul style="list-style-type: none"> Teachers support the mission of the school. The school mission provides a clear sense of directions for teachers. 	Opportunities for Improvement <ul style="list-style-type: none"> The school mission statement reflects the values of the community.
Collegial Support: Teachers must trust each other, value each other's ideas, and assist each other as they work to further the school's goals. <i>(Aligned survey items: 4, 10, 17, 25)</i>	
Strengths <p>Teachers are willing to help out whenever there is a problem.</p>	Opportunities for Improvement <ul style="list-style-type: none"> Teachers work cooperatively in groups.

Learning Partnership: Parents and teachers share common expectations and communicate frequently about student performance, parents trust teachers, and students generally accept responsibility for their schooling. <i>(Aligned survey items: 6, 13, 21, 35)</i>	
Strengths <ul style="list-style-type: none"> Teachers and parents communicate frequently about student performance. 	Opportunities for Improvement <ul style="list-style-type: none"> Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments Teachers and parents have common expectations for student performance.

Appendix J: Assurances

Documentation of Support by Anderson Federation of Teachers

*As required by 511 IAC 6.2-3-3, I, as he exclusive representative of the Anderson Federation of Teachers, have reviewed and support the Professional Development Section of the Continuous School Improvement Plan for **Valley Grove Elementary School**.*

Signature of Exclusive Representative

Date

Waived Statutes and Rules

☒ No Statutes or rules have been waived at this time.

____ The following lists of statutes and rules have been waived:

Certificate of Submission

The committee, comprised of the building principal, administrators, teachers, parents, and community member(s), have submitted the final draft of the Strategic and Continuous Improvement and Achievement Plan to the superintendent. The school improvement committee has considered the recommendations of the superintendent and revised the plan at their discretion. The final plan has been presented to the superintendent and the school board.

Signature of Building Principal

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.

Review by Anderson Community Schools Board of Trustees

*WHEREAS a three year Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included the principal, teachers, parents, students, and community member(s) for **Valley Grove Elementary School**, and*

WHEREAS, the Superintendent of Schools has reviewed the plan to ensure that the plan aligns with the school corporation's mission statement, goals, and expectations, and

WHEREAS the governing body is required under Indiana Law to review said plan, and

WHEREAS the governing body reviewed this plan on this date, _____, at the Administration Building located at 1600 Hillcrest Avenue, Anderson, IN, 46011.

THEREFORE BE IT KNOWN that the governing body will submit this plan to the Indiana Department of Education as required under 511 AC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the office of the building principal.

Signature of Superintendent

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.